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ABSTRACT

This document explains and evaluates the Information and Referral Services Traineeship program, which was designed to take information professionals who work in information and referral centers and provide them with information training to better meet the needs of the constituent groups they serve. Trainees, who were recruited and selected according to specific criteria, were trained using an open curriculum model that allowed student selection of courses on the basis of individual need. Data for evaluation were gathered from the trainees, director, and faculty using oral and written instruments during on-site visits and follow-up evaluations. Data indicated that two program objectives were reasonably well achieved--trainees increased their understanding of library services, information needs and cooperation, and many increased their skills in information retrieval. The third objective, to improve agency information services, was achieved in only two agencies and was deemed an unrealistic expectation. The laissez faire method of conducting management functions was experienced as largely counterproductive. Trainees cited the faculty members and director for their unique contributions, concern, helpfulness, and warmth. In conclusion, trainees saw themselves as better prepared to provide an unusual and increasingly important community service following completion of the program. Program and evaluation materials are appended. (CWM)

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Narrative Evaluation Report on the Information and Referral Services Traineeship

at the

University of Toledo
Toledo, Ohio 43606

Held

January 3, 1978 - June 16, 1978

Submitted by:

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I. Introduction

We live in a society that is constantly changing and grows more complex daily. Within the society, there is a steadily growing number of information professionals whose job it is to assess the needs of others and then link these people to community resources which can best handle these needs. These service professionals are daily faced with a serious paradox. There is more and more information available to meet a variety of needs and yet many clients remain informationally deprived. This paradox exists, according to Richard C. Raymond, because the worker at best can only receive and absorb about one per cent of the information that is available that might significantly affect the decision-making process; and thus only a small amount of the information available is used in affecting the client.

Although it is true that all of us suffer from information deprivation of some sort, the consequences of information deprivation for the client of the information professional are significant in that survival rather than comfort or convenience are at stake.

The purpose of the Information and Referral Services Traineeship was to take information professionals who work in information and referral centers and provide them with information training to better meet the needs of the constituent groups they serve. This is somewhat different from what libraries normally do in that instead of hiring an information professional who will attempt to develop a constituency, we selected professionals who had already developed constituency networks and gave them information skills. In addition, the Traineeship advocated an active approach to information sharing that is consistent with information and referral (I&R) practice.

II. Overview of the University and the Department

A. University of Toledo

The University of Toledo, founded in 1872, has been a member of the state university system of Ohio since 1967. Prior to that it was a municipal institution serving the urban area. According to its mission statement, the university sees itself as being deeply enmeshed in the fabric of the total society. As an urban institution, it sees itself as having a challenge and an obligation to find new ways in which it can bring its resources to bear on the problems of the wider community. The metropolis offers a rich and varied setting in which students, faculty and citizens can learn to develop the city to its fullest potential for the growth and development of human personality and human society. Because it is committed to the development of courses of constructive political and social action, and to educate leaders for this purpose, the university accepts the responsibility to be involved in educating citizens with different goals and heritages. Above all, the university strives for excellence in its programs as the best way to meet its responsibility to modern urban society.

We, in the Department of Library and Information Services, see ourselves as one of the specific programs within the university attempting to live up to the spirit expressed in the university's mission statement.

The university provides our department with not only a strong sense of purpose, but also support in terms of the Carlson Library with approximately 14,000 volumes which directly support the library education program and approximately 100 serial titles primarily for

library education, as well as a technological media center, a computer center, and our own self-contained office, commons and classroom area.

B. The Department of Library and Information Services

1. Background

The Community Information Specialist program dates only to 1971-72, when the present departmental chairman lead the effort to define a new program of education for librarianship. The CIS program which developed is an outgrowth of librarianship. It takes as its special emphasis the training of information specialists to work in social service agencies meeting the information needs of the disadvantaged.

The classroom part of the training is done in University Hall where we have been fortunate enough from the beginning to control the administrative and classroom environment. The classrooms (of 1225 and 592 sq. ft.) are adjacent to the faculty offices and departmental commons area and are quite flexible. Most importantly, they are ours and thus can be decorated, painted and otherwise used as a resource. We also have available in the department for students use,selectric typewriters, a micro fiche reader, a slide projector, a cassette tape recorder/player with sound sync and a mimeograph and spirit duplicator. In addition, we have access through the university to film projectors, video tape equipment, computer services and other instructional tools.

The faculty of the department, Miles Martin (Chairman), Barbara Conroy, Ray McBeth, and Angelo Wallace, have a variety of educational and work experiences that is strongest in the mix

of perspectives that can be brought to bear on a given problem or situation. The vitae for the faculty are in the appendix (see Appendix A).

Our students come from various parts of the country and with varying degrees of experience and training. They are most notable for their diversity and their willingness to take risks.

2. Educational Philosophy

The basic assumptions in professional education, such as librarianship, include one which implies that the educator knows specifically what is required in the way of knowledge, behaviors, attitudes, skills and other characteristics in the specific profession. The educational program is then designed to transfer the knowledge, modify the behavior, inculcate the attitudes, and develop the skills. Concomitantly, the design provides specific "gates" which are controlled by the "gatekeeping" educators. As students progress, they pass through the several gates by satisfying individual instructors, each of whom has specific criteria for passing. This is a widespread and generally accepted model for education in those professions where the purpose and functions of the professional are well understood, but it is not the best model for a program which is trying to break new ground in the training of persons whose competencies will be based on traditional skills, but whose place of employment may differ significantly from the traditional work environment for that profession. We contend that the model best suited to an innovative and relatively unexplored social information function is one based on a cooperative, collegial style where instructors and students are mutually engaged in the

task of defining a new role. Therefore, we assert that the significant characteristics of this program are those which contribute to the immediate application of skills and knowledge in existing situations outside of the university classroom. The blend of classroom activities, volunteer and paid full-time work, and the analysis of the work experience is our fundamental reason for being. The competency we judge and strive to instill is ground in the motar of real work places. Because the internship is long, salaried, and occurs within an educational program, we conclude that the student's work experience as an apprentice information specialist is a major component of this program. The competencies gained, the omissions in training noted, and, in general, the individual adjustments necessary to perform well in the ten-week internship are of highest importance to our program.

3. Curriculum

The following course descriptions and competencies are transcribed from the 1977-78 list distributed to students and other interested persons, including the trainees. All courses are for three hours of credit unless otherwise noted, an * indicates courses available to trainees.

Course number and title	Course Description/Outline/Text/Skills
501 Pro-Seminar in Community Information Work	A required introductory course identifying problems in community information work, investigating solutions to those problems, and exploring student interests. Individual topics, including readings and speakers, vary with each class. Skills: 1. Function in a group. 2. Make group decisions. 3. Jointly implement group decisions. 4. Personally direct implementation of a group decision.

*502 Information selection — A basic course in selecting and acquiring information in different forms, such as books, journals, microforms, and government documents, especially with regard to local information; includes discussion of barriers such as high price, technical language, restricted access, and laws such as the Privacy Act of 1974 and the Freedom of Information Act of 1967 as amended in 1974. 1. Personal selection; 2. Selection aids and criteria; 3. Documents; problems by form; 4. Problems by type; 5. Local publishing; 6. Censorship; 7. Freedom of information versus privacy; 8. Economic barriers. No required text. Skills: 1. Gather inforamtion. 2. Review large amounts of material and extract essence. 3. Evaluate material by subjective or measurable criteria. 4. Validate information. 5. Find local publishers and sources of information. 6. Use the Freedom of Information Act to obtain information.

*503 Information Sources I — A basic course in how to find information in "reference books," other print and non-print sources, both published and unpublished, and people; reference interviewing. 1. Trade bibliography. 2. Serials. 3. Documents. 4. Almanacs, Handbooks, Manuals. 5. Encyclopedias. 6. Bibliographic sources. 7. Geographical sources. 8. Non-reference sources. 9. Media sources. 10. People and associations. Text: Basic Information Sources, Katz. 1974; Reference Books: A Brief Guide, Barton, 1970. Skills: 1. Recognize need for more information prior to decision. 2. Research personally through interviewing and literature searching. 3. Locate and evaluate sources of information. 4. Analyze structure of information. 5. Review large amounts of material and extract essence. 6. Hear and answer questions. 7. Summarize and report accurately. 8. Interview for information.

*510 Social Environment of Information Systems — A basic course in major principles of human communication, organization theory, and group dynamics, and their application to community information work. Open to undergraduates as 182:410. 1. Human communication (people, messages, environments). 2. Interpersonal communication. 3. Small group communication. 4. Organizational communication. 5. The community as a communication network. Skills: 1. Understand the role of communications in information sharing. 2. Understand the role of values and perception in communicating. 3. Understand verbal and non-verbal cues on sharing information. 4. Understand the effects of group roles and processes in information sharing. 5. Understand the impact of organizational structure on information sharing. 6. Understanding of community power dynamics and their affect on inter-agency cooperation. 7. Analyze the implications of existing communications and interaction in terms of future behaviors.

520 Assessing Community Information Needs — A six hour basic field course in the information needs of a particular type of community organization and methods of satisfying these needs. Criteria for judging information environments, writing job descriptions for volunteer work, writing field reports, diaries, etc. Six units. Students in this course volunteer for 120 hours of work on a specific information problem in a community agency. Eight to ten class meetings precede and follow the six week volunteer experience. No required text. Skills:

1. Understand the various ways in which information needs can be assessed. 2. Develop a comprehensive job description. 3. Accomplish an informational task and work in an organizational setting. 4. Evaluate personal performance and agency dynamics in the accomplishment of the task.

*530 Planning and Evaluation — The study of systematic approaches to the planning and evaluation of information systems. (Systems analysis, CIPP, and other analytical techniques.) Theory and practical application. 1. Planning; definitions, functions, controversial issues. 2. Evaluation research and assessing program effectiveness. 3. Systems analysis. Text: Evaluation Research, Weiss, 1972. Skills: 1. Understand the use of various planning models in problem solving. 2. Develop a plan and formalize it into a proposal which indicates need, proposes solutions, has a plan of action, evaluation procedures, budget. 3. Identify and select appropriate sources of funding. 4. Meet the funding sources' format and timeline considerations.

*601 Automation for Information Systems — Computer systems analysis and programming; emphasizes computer-based reference systems and their use by government and social service agencies and by libraries. 1. Elements of the computer. 2. Program language. 3. Networks. 4. On-line searching (using ERIC as a model). 5. Cost benefits. 6. Privacy and data banks. Text: BASIC, Albrecht, et.al., 1972. Computer Based Reference Systems, Mathies, et.al. 1973. Skills: 1. Determine existence of data base in appropriate subject area. 2. Select appropriate bases for search. 3. Plan and implement computerized data base search through use of: a thesaurus and its specialized vocabulary, a computer terminal. 4. Provide cost/benefit analysis of different data base subscription services. 5. Plan a computerized data base center in an information center. 6. Gain familiarity with hard and software design. 7. Use at least one computer programming language. 8. Be sensitive to related problems such as: Freedom of information, privacy, service delivery of automated information, networking, involvement of the client in the search process. 9. Understand the literature of the field and its uses at different levels.

*602 Organization of Information — A basic course in the organization of information for storage and retrieval in all formats. Theory, and practice with different systems (Dewey Decimal, Library of Congress, others) with special attention to unique files. Skills: 1. Assess design considerations of different classification systems. 2. Evaluate information retrieval systems and their appropriateness for different types of organizations. 3. Modify at some levels, retrieval systems to reduce costs. 4. Design a controlled index vocabulary and use it to classify and index information. 5. Plan a selective dissemination of information system to function as part of the retrieval process. 6. Write abstracts. 7. Design an information retrieval system.

*603 Government and Public Documents — Survey of government and public service agency documents at federal, state and local levels. Includes all types of documents from all types of agencies. Open to undergraduates as 582:403. 1. Government information characteristics. 2. Management of documents collections. 3. Bibliographic control. 4. Congressional information sources, legislative histories. 5. Constitution, administrative law, judicial systems. 6. Presidency. 7. Federal agencies. 8. Sponsored research. 9. State and local. 10. UN and foriegn documents. Text: Introduction to United States Public Documents, Morehead, 1975. Skills: 1. Gain an efficient and efficacious hold on relevant materials, information and services for meeting individual and community information needs. 2. Use the basic and specialized indexes that lead to the acquisition and/or use of listed information sources. 3. Understand the legislative and political processes and charateristics of their informational products. 4. Understand the barriers to information seeking and deal with legislative and organizational strategies available to overcome the barriers.

*604 Information Sources II — An advance, problem oriented synthesis of major information sources; how to become knowledgeable quickly in any area. Non-standard sources of information. Prerequisite: 503 or consent of instructor. 1. Searching for subject information. 2. Informal and transitory sources. 3. Fugitive literature, sources, information. 4. Techniques of searching. Text: An Annotated Interdisciplinary Guide to Sources of Information in the Social Sciences with Special Emphasis on Urban Studies, Mills, 1974. How to Get Things Done in the City, Kuhn, 1969. Skills: 1. Interview for information. 2. Research personally per investigating and interviewing. 3. Review large amounts of information and extract essence. 4. Trace ideas and problems to source. 5. Develop method to acquire information beyond print sources. 6. Become knowledgeable in a particular area quickly through library searching and selective interviewing.

*605 Information and Referral Systems — A survey of major I&R systems, their characteristics, problems, and possibilities; techniques of classifying, storing, and updating directory information; how to obtain alternative funds. 1. Design of I&R systems. 2. Operation of flexible systems. 3. Forming objectives. 4. User characteristics. 5. System restrictions. 6. Funding. 7. Information characteristics. 8. Data collection, storage, classification, updating. 9. User problem. 10. Advocacy. 11. Evaluating effectiveness. Text: National Standards for I&R Services, Alliance for Information and Referral Systems, 1974. I&R Program Configuration: A Guide for Statewide Planning, Administration on Aging, 1975.

*610 Administration of Information Services — A survey of major principles and practices of administration, including management theory, techniques, functions, and processes as they relate to the administration of informational and other social service agencies. 1. Management theory. 2. Decision-making processes. 3. Techniques (MBO, PERT, PPBS, etc.) 4. Coordination and control. 5. Leadership. 6. Organizational design and structure. 7. Personnel procedures and practices. 8. Morale and motivation. 9. Organizational Behavior. Skills: 1. Gain general understanding of the

functions of administration in public service agencies. 2. Investigate a particular administrative problem or concern. 3. Conceptualize structure and evaluate the solution to an administrative problem or concern.

*620 Action Research — Concepts of Action Research compared with pure and applied research; skill development in flow charting, weighting objectives, defining problems, developing instruments, collecting data, drawing conclusions, and evaluating the process. Students will help develop a plan employing AR to solve a problem. 1. Rationale for Action Research. 2. The environment. 3. Techniques for action. 4. Field experience in using Action Research.

630 Field Work - Internship — Required work experience for one quarter in a full time, usually paid, internship, in which the student functions as a Community Information Specialist under close faculty guidance. Students are encouraged to help develop their own work site, job descriptions, evaluation procedures, and recording methods. This experience commonly forms the basis for the thesis. 12 units. No classroom work. Skills: 1. Identify information problems within an organization. 2. Plan solutions for that problem consistent with the goals of the organization. 3. Implement the plan within the organization. 4. Synthesize and use existing information skills gained through other courses in the solution of the problem. 5. Test theoretical concerns against reality considerations. 6. Make ethical judgements about information concerns.

640 Current Issues in Information Services — A required companion course to the Field Work - Internship in which a current problem in information services is identified and discussed. Content, outline, and readings vary with individual instructor and student interests. A refinement of the skills attained in Assessing Community Information Needs.

*650 Individual Study — Provides students with an opportunity to carry out independent study on professional information service problems under the direction of an instructor, whose agreement must be secured before the quarter begins.

660 Master's Thesis — Usually a report to the department, future students, and the agency of the internship experience, which analyzes problems and offers observations. Normally the last "course" taken. 7-15 hours.

As you can see from the list of courses taught, the CIS program draws heavily on the skills that are typical to librarianship, but teaches them in a way that is oriented to their use more in information and referral agencies than in libraries. You will notice that some of the courses were not available to the trainees. This is because either the trainees had a similar course geared to their own needs, or because the trainees were assumed to have community experience. The Traineeship parallels only the first two quarters of the regular program. The other courses were available to those trainees who transferred into our regular program to complete their degree.

As important as what we teach is how we teach.

Every instructor is committed to the value of real, worthwhile projects stemming from a problem in "the field," as opposed to sometimes more convenient classroom experiences. Spurce lists are made with an eye to actual use; course projects involve existing files and collections in and out of the department; grant writing, which concludes with the submission of the final report to a possible funder, is popular. The proof of the validity of the approach can be found in the students projects and in the reactions of the community people who have seen the results of student work.

This emphasis on community based work lies at the heart of this program. We believe that it is educationally sound, professionally responsible, and socially responsive. It also makes the task of representing our program somewhat more difficult since the best evidence of our success lies in material and in people's attitudes that cannot be captured well.

The problem of providing guidance to students has become more

time consuming as the department has grown. During the first three years of the program, the number of students was small; the average student-faculty ratio ranged from 2:1 to 4:1. No formal advising system was established. In the first two years, there were no alternatives or electives in the course schedule, except in unusual circumstances. No course counseling was required, but even then, there was a good deal of individual discussion and guidance about projects, job possibilities, volunteer and internship sites.

An important advising question in those years - as well as now - was the choice of volunteer and intern experiences. Because of their number, students were encouraged to approach individual instructors as they became interested in the opportunities which arose. Announcements of possible intern sites and reports on contacts made between department members and community representatives were made in class or posted on bulletin boards.

In the 1977-78 school year, orientation sessions were held on campus at the beginning of the Fall and Winter quarters. With special emphasis given to the trainees in the Winter orientation, instructors described each of the individual courses, amplifying the course descriptions and answering questions. Small group discussions were held for 45 minutes to an hour. Finally, individual courses were scheduled for registration.

Students are routinely advised to attend the beginning sessions of all courses in which they might be interested and then use the add-drop process to adjust their schedules as necessary in the first ten days of the quarter.

The present curriculum is the product of five years of experimentation, changing, and modifying the original curriculum of 1972-73.

From the beginning, we have used three equally weighted parts:

1. Preparing for information work: courses in the principles and practice of identifying, selecting, acquiring, organizing and disseminating information - it is this part of the curriculum that was specifically offered to the trainees.

2. Field Work: a) Part-time (100 hours) as a volunteer in a community agency, and b) Full-time (350-400 hours) for one full quarter usually in a paid position.

3. Thesis: the purpose of the thesis is to demonstrate in a preservable way individual or group effectiveness as a Community Information Specialist. The thesis provides the opportunity for the candidate to communicate his or her knowledge and understanding of the field through an analysis and synthesis of an experience (e.g., internship), problem or issue.

There is also another more functional way of looking at these three parts.

1. Technical aspects of information system planning and operation: addressed in such courses as the Information Sources sequence, Government Documents, Organization and the like.

2. The behavioral aspects of community organizations as they affect the flow of information: through courses like Social Environments, Action Research and Planning and Evaluation.

3. Field Work: including analysis of the experience as in Addressing Community Information Needs, the Internship and the Thesis.

The current curriculum has grown through the past five years by a process of trial and error. While no formal structure has been used within the department to amend and revise the individual learning experiences, the faculty has spent a great deal of time discussing the merits of the individual courses and the particular approach we are trying to establish. By university policy, all curriculum changes must be approved by the appropriate review committees established for that purpose.

The strongest element of this curriculum is the reality base

which is afforded through the combination of volunteer and paid field work. At a time when field work is all but abandoned in library education, this program has identified a new speciality for which class work is kept to the necessary minimum and the real effort involved in obtaining suitable placements for students has largely been successful. The benefits of field work, enumerated ten years ago in a definitive article by Rothstein and recognized in nearly all other professional schools, have clearly reflected the advantages of this emphasis. Student work in vivo has produced directories, guides to the literature, manuals, information storage and retrieval systems, and functioning resource centers. Of course, there have been some students who have not excelled, some who have been frustrated by the work situation in which they found themselves, and some students who have simply not fulfilled the promise shown during the application process. But the great majority of students describe the field experiences - both within and outside the department - as productive and valuable.

A second element of strength, probably common to new and small programs is the spirit of the staff and students in accepting an attitude of collegiality. Although the close relationships sometimes seem to take a disproportionate amount of discussion and time to maintain, there is notable absence of game playing in the pejorative sense. Where appropriate, courses are being contracted and content negotiated through the group process. The sense of concern, while not overpowering, is often evident to visitors.

A third element of strength is the remarkable backgrounds and skills our students bring to the program. They are a more diverse group in intellect, in experience and in goal orientation, than one

might expect to find. This diversity provides a richness that is its own stimulation. Our students tend to be risk-takers rather than haven-seekers; they are not looking for the traditional modes of professional preparation. They have created their own courses, opened up the department meetings and files, and in general have taught the staff while simultaneously learning.

The curriculum is also strong in its flexibility. During the current year the new courses being offered were based largely on student comments and agency needs assessment from prior years. Individual changes within courses reflect an increasing understanding of the particular skills and knowledge of the local Community Information Specialist vis-a-vis the librarian. Information Sources I eschews areas of "strictly academic" reference tools in order to provide time for local tools such as Community Resources (a directory of agencies) which will never be represented in the Guide to Reference Books. Information Selection devotes an increasing share of time - now about 40 percent - to local producers of information; class projects in Organization of Information and Automation of Information increasingly reflect the pragmatic approach to the department, and are community based.

III. The Traineeship

A. Preparation

An analysis of the Community Information Traineeship, held in this department in 1976, was made. Our analysis indicated a new type of traineeship with a need for a higher degree of homogeneity among participants. We were also aware of the growth of information and referral (I&R) centers and the emergence of information providing as a major component of already existing social service organizations. We knew that most of the staff of information agencies come from a social service background, rather than a library or information background. We felt there was a need to look specifically at community information activities within a social service setting and to offer information professionals a chance to learn more effective, efficient ways of handling information. Consequently, we also developed a proposal to train ten information professionals currently working in organizations that offer information services as a major function. (See Appendix B for proposal abstract.)

To summarize, the unique elements of this Traineeship are: that it would improve the information services of ten programs or agencies that have information and referral as a primary role; that the trainees would understand the benefits of community cooperation between information agencies, including libraries; that the trainees could better assess the needs and concerns of other information service providers and understand the various training needs of their communities' information providers.

In July of 1977, we received word that the Information and Referral Services Traineeship had been approved for funding. Because

the proposed opening date was only five months away, work began at once.

A brochure with a follow-up card was prepared (see Appendix C) and distributed nationwide to I&R centers, Area Offices on Aging, community action programs, libraries, United Way affiliates, welfare agencies, community resource centers, and the like. Individual brochures were also sent to local agencies and press releases were sent to the local media, and those journals, newsletters, and other publications that serve the library and information field. Responses from press releases (see Appendix D) were followed up with the brochure.

Faculty selection was firmed up in late summer. Sharon Stein, who was on the faculty of the Community Information Traineeship, was also selected for this Traineeship. In early fall, she informed us that a pressing home situation would only allow her to teach half time. We felt it important to retain Ms. Stein because of her expertise in such areas as information selection and dissemination, organization of atypical material and automation of information. We, therefore, selected Pat Beattie, who is finishing up her thesis in our regular program and who is president of RIP (Resource Information People), our advisory committee, and vice president of the local I&R board, to fill the other half time. (See Appendix E for vitaes.)

We began to receive the follow-up cards from the brochure in late October and early November receiving 83 in all. To each respondant, we sent a university graduate school application with a special appendix for the Traineeship, a Community Information Specialist program brochure, a list of courses available to the trainees, a schedule of Winter and Spring classes and a letter explaining what had to be done

if the person wished to apply. (See Appendix F.)

In all, fifteen people applied and ten were accepted. Those that were accepted each received a letter (see Appendix G) informing them of their acceptance and an outline of the next steps in their involvement.

The criteria for selecting trainees, as outlined in the grant, were as follows:

Information providers.
Currently working in an informational capacity in an organization that has information services as a sole or major goal.
Able to take a leave of absence and then return to the agency.
B.A.

The criteria were modified somewhat during the selection process itself. Decisions were made by the faculty as a whole. Interviews were held, when possible, both in person and over the phone and significant weight was given to the statement of purpose as outlined in the application appendix.

As we began to review the applications, it became clear that an exception would have to be made with those people who wanted to take leaves of absence from their jobs, but were not permitted to do so and thus resigned in order to stay in the Traineeship. Two of the trainees also happened to be directors of their agencies and were required by their boards to maintain some regular contact with agency activities during the six months. This, of course, affected their total participation and commitment, but it was felt that their administrative/managerial experiences of information agencies would, nonetheless, be an asset.

Those who applied but did not enter the Traineeship fall into distinct categories.

On one hand, there were applicants who were or would have been accepted because they met the original criteria, but who could not attend for various personal reasons.

Another category was people who we somewhat qualified, but not as strongly. This group became our alternates, one of which was accepted.

The last group consists of people who, it appears, just thought it would be a nice thing to do, who had no training or experience in community work and who wanted the training, it seems, just to meet their own personal needs.

We learned a number of things from the recruitment and selection process. Most importantly is that there are information workers from all parts of the country who want and need this kind of training. But there are also a number of negative things we learned. Recruiting late for a program like this, especially if it requires relocation for the individual trainee, precludes many from out-of-state from applying because they don't have time to make the appropriate arrangements. However, despite these concerns, 7 of the trainees were from out-of-town, five of these from out-of-state.

An additional and significant problem that we encountered is the difficulty in specifically identifying the kind of information workers we wanted to attract. We knew that, although most public agencies include informtion as part of their services, many have only one or a few positions specifically designated as informational. There are also very few mailing lists connecting information agencies across the nation. We were fortunate, however, in the cooperation of the Alliance of Information and Referral Services, a national

organization for I&R agencies. Through AIRS President Corazon Doyle, we were able to mail brochures to some six hundred I&R agencies throughout the nation.

Not all I&R agencies belong to AIRS, however, and we found it difficult to gain other accurate and relevant mailing lists that pertain specifically to I&R organizations. We do not foresee a solution to this dilemma until the field of I&R is more clearly defined.

B. The actual training of the information providers began in the Winter quarter of 1978 and continued through the Spring quarter of that year. The Traineeship used an open curriculum model that allowed each student, with assistance and clarification from the department, to select that mix of courses, from those available, that seemed to best meet his or her particular need. The exception to this was the Community Analysis and Information Seminar which was required of the trainees and ran both quarters. The content of the seminar was determined collectively by the students and faculty. This mix of one required course and others elected was choosen because we felt that we did not know what precise needs each individual trainee would have, but we did feel that there should be one common classroom experience in which all would participate, and that would provide a forum to deal with specific trainee problems, needs and concerns. In most of the elected courses some kind of project was required which would demonstrate, in a particular application of the course content, the solution of a real problem or the exploration of a real need. In addition, most of the courses drew on local resources in the form of people and places that could help enhance the subject area or topic.

1. Course Selection

What follows is a grid showing the course choices of the trainees during the Winter and Spring quarters of 1978 and the totals for the various courses selected.

STUDENTS / COURSES	Beth Beech	Yetta Gaither	Stephen Hardy	Doren Kim Levitt	Dina Acosta Mars	Maureen Murphy	Jacqueline Parker	Deborah Pike	Judith Ann Pusine	Janet Summers	TOTAL STUDENTS PER COURSE
Winter, 1978											
599 - Comm. Analysis	x	x	x	x	x	x	x	x	x	x	10
502 - Info. Selection									x		1
503 - Info. Sources I	x		x			x	x	x			5
601 - Automation		x		x	x	x				x	5
602 - Organization	x	x		x		x	x		x	x	7
603 - Gov. & Pub. Doc.	x	x	x	x	x		x	x	x	x	9
604 - Info. Sources II											
605 - Info. & Referral	x	x	x	x	x	x	x	x	x	x	10
610 - Administration			x		x			x			3
650 - Independent Study											
Spring, 1978											
599 - Comm. Analysis	x	x	x	x	x	x	x	x	x	x	10
502 - Info. Selection						x					1
510 - Soc. Environments								x			1
530 - Planning & Eval.	x		x	x			x	x	x	x	7
601 - Automation									x		1
604 - Info. Sources II											
610 - Administration				x							1
620 - Action Research	x	x	x	x	x	x	x	x	x	x	10
650 - Student Directed Sem.		x	x	x	x	x					5
650 - Independent Study	2	2	x		x	x	x	x	x	2	12
Other							x Stat.				
TOTAL COURSES PER STUDENT	10	10	10	10	9	9	10	10	10	10	

TRAINEESHIP STUDENT COURSE CHOICES

Totals for Winter and Spring Quarters, 1978:

599 - Community Analysis - Winter	10
599 - Community Analysis - Spring	10
502 - Information Selection	2
503 - Information Sources I	5
510 - Social Environments	1
530 - Planning and Evaluation	7
601 - Automation	6
602 - Organization	7
603 - Government and Public Documents	9
605 - Information and Referral	10
610 - Administration	4
620 - Action Research	10
650 - Student Directed Seminar	5
650 - Independent Study	12
Other	1

2. Significant Events

A three day orientation was held at the beginning of the program to familiarize participants with the department and the university, outline the course options available during the training, provide guidance in selecting that mix of courses which would best meet the individual goals of the agency and the person, and provide a time for the trainees to develop some collective goals for the Traineeship.

The first day, trainees were introduced to each other and to the faculty and evaluator; backgrounds and experiences were shared. The trainees were given a history of the department and how it fits into the structure of the university. Goals for the trainees and for new and continuing students in the regular program were discussed. At the close of the session, the evaluator summed up the day's activities and moderated a question and answer period.

The second day proceeded with further introductions and questions from the previous session. Faculty members gave detailed, in-depth descriptions of courses available and class requirements. Discussion continued as trainees began to define course options and make decisions on specific classes.

The final orientation day was spent registering. Faculty members were available to listen, advise, and answer questions. The evaluator also held individual interviews with the trainees.

Scheduling the orientation before classes actually began allowed us to impart and exchange important information without disrupting regular department activities. Since so many of the

trainees were from out of town, it also allowed time for a short "period of adjustment" to a new environment as well as to a new program; even so, much of this "adjustment" time for out of town students was spent in trying to locate housing since no on-campus housing was available.

The week of January fifteenth was set aside for the Institute on Cooperative Approaches to I&R Services and a "free week" of alternative activities. The Institute brought together information professionals from communities all across the country to improve cooperative information and referral efforts among public libraries and other human service agencies. Four trainees participated in the Institute as evaluation and group recorder assistants. The Institute offered the students an intensive experience in I&R services covering a wide range of activities and client groups. It enabled them to make nationwide contacts and to also be "behind the scenes" of a national workshop.

For those students not attending the Institute, alternative activities were planned by students and faculty at meetings the week before. Activities included: a one-day workshop on networking; a day at the institute for panel discussions and a chance to meet participants at an afternoon "mix and mingle" session; an extensive seminar on videotaping and other media equipment including pratical involvement in television interviewing techniques with local TV personnel; a one-day workshop on public relations theory and application. Despite increasingly inclement weather, which by Friday had turned into a blizzard, the "free week" was well attended and enthusiastically received.

Inclement weather, which closed the University the Friday of the Institute/free week, was to close the University again the next week. Three regularly scheduled class days were affected by the blizzard which hit the Mid-West in late January. While the blizzard may have offered a time for introspection and "catching up," it also worked to separate people and, in regards to the trainees, served to dissipate group cohesiveness. This was particularly true for the traineeship seminar. The purpose of the seminar was not only to provide a common unifying experience for the trainees, but also to give them, as a group, the opportunity to investigate areas of interest not included or not specifically addressed in the rest of the curriculum. However, by the fifth week of the first quarter, the seminar had met only twice, having been precluded by the Institute/free week and the blizzard.

The content of this course was not prescribed in advance, but was based on the mutual input of both the instructors (Ray McBeth and Pat Beattie) and the trainees. Early sessions revolved around an attempt to clarify individual concerns and to develop a group process for sharing experiences, goals and future expectations as they related to the world of information. By mid-quarter the trainees had cooperated in a trainee devised exercise which pinpointed skills, concerns, and areas of interest to, hopefully, be pursued within the seminar framework. The trainees identified a desire to share individual experiences and to learn from each other. However, the group found it difficult not only to take individual initiative to make this happen, but also in setting up

group structure in such a way that some delegation in terms of form and content could take place. The trainees continued to meet throughout the quarter to plan for future activities such as speakers and field trips and at least one session was devoted to the sharing of experiences by individual trainees. This sharing was presented in a group setting and sparked discussion and inter-action. However, the group did not develop as a group for many reasons, such as: individual interests in other classes, projects, people; the already mentioned snowy weather, and the news late in March that the University was terminating the program and disbanding the department. This action, of course, affected all students and faculty and, while it brought a certain cohesiveness to the entire department (including trainees), it also served to focus individual attention on finding jobs, finishing theses, and defining futures outside the framework of the program.

Trainee dissatisfaction with the seminar was apparent and became manifest at the mid-term evaluation. Trainees expressed a desire to run the seminar themselves without faculty participation and at the beginning of the second quarter attempted to identify some project of interest. The seminar as a regular Monday afternoon meeting, however, did not continue throughout the quarter and eventually energies were divested in other related activities which included field trips, seminars, pot-luck lunches, and presentations of activities the trainees were involved with at their home agencies.

In a faculty attempt to encourage shared experiences, trainees

were informed of the possibility of holding student directed seminar type classes for the Spring quarter. Students were also encouraged to form independent studies or separate sections of a given course to facilitate the need for cooperative input in course work. Several trainees opted for independent studies during the Spring quarter. Topics studied included: the public library as a community I&R center; mainstreaming mentally retarded students in Toledo and Lucas County (community organization task force); community networking; defining information and referral; conference and workshop planning, implementation and evaluation.

One trainee organized a student directed seminar to survey information, communications and electronic theories and techniques from a whole system perspective.

Field trips, seminars and community meetings were planned during the six-month program and included: a tour of the Detroit Public Library and the TIP program; a demonstration of the Michigan Human Resource Network system; a visit to the Toledo Mental Health Center Information and Resource Center; a seminar with Eva Nash of the DHEW Agency on Aging on the federal Inter-departmental Task Force on I&R; field trips to Accent on Information in Bloomington, Illinois, and the National Center on Law and the Handicapped in South Bend, Indiana; a seminar by Dr. Alan Favors of the Mayor's Committee on Employment of the Handicapped, Washington, D.C., on human service delivery systems from a national perspective; a trip to Washington, D.C., to visit national information agencies. (See Appendix H for seminar announcements.)

The project advisory committee, RIP (Resource Information People), also held community meetings once a month to which

trainees were invited and several attended.

Near the end of the Traineeship, we decided there was a need for some type of closure event and planned for it to coincide with the evaluation. In keeping with this plan, a one-day retreat was held at Huntington Farms Community Center, a catered lunch was arranged and an agenda set for the day's activities. The retreat was facilited by our evaluator, Dorothy Anderson. The main focus of the agenda was the group evaluation discussions, the morning session being devoted to a faculty and trainee group discussion of the traineeship. The groups broke up for separate late morning, early afternoon sessions. The evaluator met with both groups as they separately discussed their perceptions of the traineeship. A closure event was planned for after lunch, but was not successful due to other commitments made by trainees. By mid-afternoon some of the trainees had left and the group broke into smaller groups for farewells and promises to keep in touch.

Individual interviews were held with the evaluator the following day. A farewell party was held at the home of a faculty member for all past and present students and faculty to mark not only the end of the traineeship, but the end of the department.

C. The Trainees

The trainees themselves, when you see who they are and the backgrounds from which they came, give the best insights into why they came into the Traineeship and what they hoped to get out of it. Besides some basic information on each individual (as of 11/1/78) there is also included some background information and

the statement from their application appendix that asked why the person thought he/she should be a participant in the Traineeship.

Beth Beech
408 W. Grand Avenue
Lima, Ohio 45901

Education: Graduated Marietta College, Marietta, Ohio, 1975. B.S. Biology.
Experience: Director, Lima Area I&R Center, Inc.
CIS Status: Transferred into the masters program.
Currently: Director, Lima Area I&R Center, Inc.

Application Appendix

I would like to be a participant in the Information and Referral Services Traineeship for several reasons. I feel that it would improve our current operations, enable us to deliver a faster and accurate service to our clients, and help develop other I&R programs in Ohio.

I began to work in I&R in September 1974, as an Intern on Aging to Washington Co, Ohio, at Sen-I-Tran (Senior Information and Transportation). This internship was sponsored by Area 8 Agency on Aging, a program of Buckeye Hills-Hocking Valley Regional Development District. In this internship, it was my responsibility to devise a system of collecting agency information, the storage and retrieval of data, and going out to the agencies to interview and obtain information concerning their programs.

After completing the internship, I was employed by BHHVRD as a Resource Specialist. In this capacity, it was my duty to plan for and evaluate I&R offices in an 8 county area. From BHHVRD I moved to Lima, Area 3 Agency on Aging, in basically the same capacity. This past May, I was employed as Executive Director for the newly founded Lima Area I&R Center.

As Director of the I&R Center, I have had to start an entirely new office, and again set out to interview all agencies to obtain their programmic information. I feel that in attending this traineeship it will increase my understanding of I&R, functional data systems, and enable me to operate the Lima I&R Center in a more efficient manner. All of this should improve the delivery of services to our clients. We are a new office, quickly expanding, and need to keep updated on informational service provision.

I also feel that the knowledge gained in this traineeship will enable me to help other I&R Centers in Ohio. As the 1978 President of OCIRP, I will be in the position to help in the development, planning, and coordination of other I&R Centers in the state.

Yetta Galiber
1806 Sudbury Road, N.W.
Washington, D.C. 20012

Education: Graduated Howard University, Washington, D.C., 1975. B.A. Sociology.
Experience: Director, Information Center for Handicapped Individuals, Washington, D.C.
CIS Status: Transferred into the masters program.
Currently: Director, Information Center for Handicapped Individuals.

Application Appendix

I have served as Executive Director of the Information Center for Handicapped Individuals since 1970. In this capacity, I am responsible for a wide variety of duties relating to information and referral services.

I feel that I would benefit immeasurably if I were a participant in the Information and Referral Services Traineeship. This experience would expand my academic preparation and qualifications. I would increase my knowledge of and expertise in methods of information gathering.

The essential mission of ICHI is to link handicapped citizens with available resources and services. Where gaps exist in the service delivery system, ICHI engages in public advocacy in order to bring about systemic change. ICHI has been in the forefront of the effort to identify the comprehensive needs of handicapped citizens, stimulate the development of new and innovative services, expert philosophical and policy changes in the creation of programs and normalize the day-to-day experiences of persons with handicapping conditions.

As a result of the knowledge and experience that I hope to gain in the program, the agency and clients we serve would ultimately reap the benefits in the form of more expert direction.

Stephen Hardy
1823 E. John Street
Seattle, Washington 98112

Education: Graduated Manchester College, North Manchester, Indiana, 1973. B.S. Sociology and Political Science.
Experience: Program Director, Darke County Senior Assistance Project of the Council on Rural Service Programs, Greenville, Ohio.
CIS Status: Transferred into the masters program.
Currently: Working on thesis.

Application Appendix

Since I graduated from Manchester College (Ind.) I have been involved in a program of service to older people that,

among other things, dealt with the information and referral needs of a rural county. I have been involved in the development and continued up-dating of an information and referral system here in Darke County and have seen first hand the value of the availability of this service to older people, and to other people in the community with information needs. In the course of my involvement with the I&R projects, I was involved with the formation of the first organization of human service providers in the county, serving as chairman in the first year of the Darke County Human Service Council, and cooperating with the various service providers to better understand what we have in common and how we can work together to realize our mutual objectives. I have first hand experience in the information and referral field.

The importance of retrieving relevant information in the delivery of services to older people cannot be underestimated. Having the knowledge to explain other alternatives and options as older people encounter life problems is important, especially since the variety of sources of information are so confusing to the clients and to the average worker in the field. Having skills related to the retrieval of information is essential, I think, to the satisfactory delivery of social services.

The Council on Rural Service Programs, Inc. is a private non-profit corporation in the State of Ohio designed to deal with the causes and (hopefully) programs designed to eliminate poverty in the Miami Valley. The Council administers a variety of programs including Headstart services in 4 counties, adult and youth work experience programs in eight, volunteer development centers in five counties, winterization services in two, and social services to the aged in Darke County. My involvement on the administrative staff requires retrieving and using information from a variety of sources. The involvement I will have with the I&R specialist program at TU will provide the agency with much needed expertise in the information and referral process. Matters relating to direct service, payroll, affirmative action plans, personnel policies, board of trustees functions, and new federal regulations are always before us and require competent and conscientious attention.

In terms of personal gain from the program, I can see immediate and long-term needs for the development of skills relating to the retrieval of information since our lives are bound to be more and more complex as we participate in modern technological societies. The information and referral traineeship will allow me to function at a higher level for realizing personal as well as academic and professional goals.

Doren Kim Levitt
2500 N. 20th Road, #201
Arlington, Virginia 22201

Education: Graduated University of California at Santa Cruz, 1977. B.A. Synthology/Communications.

Experience: Project Coordinator, Open Access Community Information Service (OACIS), Santa Cruz, California.
CIS Status: Transferred into the masters program.
Currently: Computer programmer with J.R.B. Associates, Arlington, Virginia.

Application Appendix

I am interested in the Information and Referral Services Traineeship because I believe it will give me the opportunity to become more acquainted with community information sources and techniques for distribution of this information.

More specifically, I believe it will help me in my efforts to develop computer software for an Open Access Community Information Service which I and several other people are trying to establish in this area. I am affiliated with a number of community groups in the Santa Cruz area, including Switchboard, a local information and referral agency.

I would like to return to Switchboard after the traineeship and complete my master's degree working with Switchboard on an internship basis while continuing development of the OACIS computer network to facilitate their operation.

Given the proper impetus and direction, I believe that well-designed, open-access community information networks could be established which would greatly benefit a large number of people who make use of I&R services and bibliographical reference services.

Dina Acosta Mars
P.O. Box 775
Tallahassee, Florida 32302

Education: Graduated Florida State University, Tallahassee, 1974. B.A. Library Science. M.L.S. 1976, Florida State University.
Experience: Community Information Coordinator, Leon County Public Library, Tallahassee, Florida.
CIS Status: None
Currently: Community Information Coordinator, Leon County Public Library, Tallahassee.

Application Appendix

I have been interested in the CIS program since this past summer when I first became aware of the program and obtained my Community Information Coordinator position at Leon County Public Library. I have considered myself an adult services library worker for a while now but facing the clear and direct need for community awareness and information and referral services is still new to me. I have little background in this area from my MLS degree and I feel at times like I am wandering around without any real direction. Specifically, my job is to update and expand the Tallahassee Community Services Handbook and organization file; develop a subject index; create a computer file of

the information collected; and develop a program to keep this file up to date, efficient and helpful to the people and organizations of Tallahassee. My background is in a traditional MLS program in which I specialized in public library, adult and reference service. I also have been involved with the Tallahassee "alternative" community and women's groups. I am working in a city with a large "alternative" community, two universities, a community college, many civic groups, social groups, service organizations, the state government, and surrounded by rural North Florida. Most people who live in Tallahassee and who come into town from around the state for various reasons do not have the knowledge or stamina it takes to locate the services they need and an established information service does not exist in this county to help the situation. The Tallahassee agencies that do an I&R service are limited in their scope by necessity of their program type and most do little if any PR for what they do have. People use them only when they have already become a client. The closest agency to a developed I&R service is Telephone Counseling Service and it is advertised and used primarily as a counseling and crisis service. Telephone Counseling Service and everyone else in Tallahassee is working with a four year old community service directory haphazardly updated by each group that uses it. The information that may be updated by one agency is not shared with anyone else in the community. Many services have changed and new organizations begun. The public library decided to take on this aspect of the information problem in Tallahassee and I got the job of coordinating and performing this program. I would eventually like to develop Leon County Public Library as a community referral center because we are a broad based institution and can justify including all agencies, organizations, groups, and services in our file. We can act as a coordinator between organizations and individuals and between organizations and organizations for referral and information sharing. If we develop a good program we could share our experience with the rest of the state and get Florida libraries more involved with formalized I&R as a concept and potential task. My job is a big one and I feel the need for much more awareness of what others are doing and have done. I have read, joined AIRS, communicated with other libraries, local HRS, welfare office, and Telephone Counseling Service, but I have much I need to learn and develop and too many questions that I have had to guess the answers to. I want to develop my skills for my present job in Tallahassee and in the future as a Community Information Coordinator. I want to know more clearly advantages and disadvantages of the library as an I&R center, different roles the library can play and how, management of information, communication with clients and agencies, how to overcome prejudice and fear within the community organizations about the library's role in I&R services, use of computers in community information file organization, administrative problems, and funding. I would like to enroll in your CIS program, but my job and present financial situation prevents me from doing it. I can, however, take off six months for your training program and hope you can find room for me.

Maureen Murphy
1823 E. John Street
Seattle, Washington 98112

Education: Graduated Seattle University, Seattle, Washington, 1974. B.A. Community Services.
Experience: Director, Easter Seal Community Aid Directory Program.
CIS Status: None
Currently: Unknown

Application Appendix

"The Information Game" as I like to refer it, is my joy and torment wrapped into one; as exciting as it is illusive at times. I am presently the director of the Easter Seal Community Aid Directory, a comprehensive (vs. Specialized) information, referral, and follow-up program providing indepth access and service information (updated quarterly) on about 1200 social and health services in King County. Alone, components of the system range from the initial phases of development, maintenance, update, modification, and expansion of our data base to the utilization of that data base to fill the information needs of our clients.

Overall, I see I&R as the "missing link" between the maze of human services in the community today, and the people who attempt to gain access to the particular resource they need - without the necessary tools with which to effect a satisfactory connection. Not only the individual, but the agencies themselves are feeling the back lash of inadequate, out dated, insufficient information with which they struggle to make appropriate informed referrals. As practitioners in various helping professions seem more committed to dealing with the client's multiple needs, service delivery has evolved into a multi-disciplinary concern. More and more agencies are being forced, directly or indirectly, into the information game. Few are knowledgeable of the rules that must be understood in order for the game to work for them or their clients. I am continually contacted by agencies working with 1-2 year old information, haphazard filing systems, little or no standardization of terms, etc.

I see the Traineeship as an invaluable opportunity to clarify and develop a more sophisticated understanding of the technical and structural underpinnings of the "information game" one that will interface easily with the "real" understanding I have acquired through my involvement with I&R for the past 21 months on a day to day basis.

I'm directing a good little program that does work for people. But I'm not completely satisfied. I need more tools with which to deal with present and future problems. It is so difficult to analyze special limitations and problems of a program when you are constantly in the thick of things. "Can't see the forest for the trees" syndrome, I suppose. Your program could give me the time and distance to consider where my program is - where it can be.

My commitment to I&R and its crucial role it plays in the community continues to grow. At the time of this writing, I am not sure whether I would be able to return to my program after a 6 months absence. However, improving my skills at this time through the traineeship is the priority if a choice needs to be made.

Jacqueline Parker
4301½ Douglas Road
Toledo, Ohio 43613

Education: Graduated Mary Manse College, Toledo, Ohio, 1971. B.A. Sociology. M.A. 1978, Guidance and Counseling, University of Toledo.
Experience: Rehabilitation Counselor, Ohio Bureau of Vocational Rehabilitation.
CIS Status: Transferred into the masters program.
Currently: Awarded graduate assistantship for doctorate in Guidance and Counseling at the University of Toledo.

Application Appendix

I sincerely feel that I would be a very conscientious and suitable candidate for the University's Information and Referral Services Traineeship. My educational background seems a good foundation for such an excellent additional learning opportunity. Mine focuses upon a general liberal arts orientation, with specialities in physical education, psychology, secondary education, sociology and social work. My graduate studies in sociology provided me with a strong sociological theory, methodology and research basis. I have been able to apply these learning efforts to my varied employment experiences over the last five years. I feel I have truly profitted from and hopefully contributed to my social service agency/client "helping" efforts. I have also become quite aware of some of our local agency's real and practical internal and practical service needs - organizational, (program) developmental and internal and community resource availability. These needs can be very critical to delivery of appropriate and worthwhile "helping" services to our diverse client populations. I sincerely feel that the knowledge acquired from participation in such a program as the Information and Referral Services Traineeship is very applicable to helping to assess some of these needs and to offering possible alternative informational patterns which might assist in implementing improvements in these areas of concern. I feel that all parties could benefit from such traineeship involvement -- my current employment functions as a Rehabilitation Counselor for the Ohio Bureau of Vocational Rehabilitation could be greatly strengthened. A major emphasis in my efforts to serve the disabled persons of Toledo involves a very comprehensive assessment and utilization

of community resources - again, I have some insights into our community's and into our agency's assets and limitations.

If what is already available could be better organized and coordinated among service vendors, our community and social service agencies, there would seem to be the potential for offering and extending much more variable and helpful services to our clients. Such areas of my personal and professional concern might include: assessment of general social service resource need areas; how we could better coordinate our efforts internally and also intra-agency; neglected client population need assessment and possible additional referral sources could be explored; resources specifically related to investigating and developing employment opportunities for the handicapped (local employment market trends, possible availability of "on-the-job" training sites and other vocational training needs). The information acquired from such studies has great potential for enhancing "helping" services to many deserving people. I would very sincerely like to become a part of this training experience - an active part of what could be a very exciting, challenging and rewarding experience for me, for my present and future employers and hopefully, most importantly, for the clients I am committed to serving. Thank you for considering me as a potential candidate for your Traineeship.

Deborah Pike
2456 Glenwood Avenue
Toledo, Ohio 43620

Education: Graduated Bowling Green State University, Bowling Green, Ohio, 1971. B.S. Education.
Experience: Self-employed, free-lance writer, newspaper editor, promotion.
CIS Status: Transferred into the masters program.
Currently: Information Director, SOURCE.

Application Appendix

I want to be in the Information and Referral Services Traineeship to learn more about the areas of program development and implementation, grant writing, research, evaluation procedures, staff selection and training as well as recruitment, legal limitations of certain types of agencies, organizational communications, writing job descriptions, finding funding sources, advocacy, development of staff morale and motivation, and organizational behavior. I need the knowledge offered by the Community Information Specialist Program to be more effective with the organizations, groups and projects I have or will initiate and develop.

A little over a year ago I helped to found an organization known as SOURCE (Sisters and Others United for Resonsible Childbirth Education). SOURCE is primarily a referral center for those desiring information related to childbirth

at home, the practices of various doctors and hospitals in relation to obstetrics, nutrition during pregnancy, and childcare. SOURCE offers an extensive lending library on pregnancy, birth, childcare, nutrition and reproductive health, and offers assistance with the formation of childcare cooperatives, classes for prepared childbirth at home through the Association for Childbirth at Home, International, and tries to refer those desiring an out-of-hospital birth experience to doctors or other practitioners or educators who may be able to assist them. SOURCE also produces a quarterly newsletter, which I have been editing, and maintains contact with other home birth and birth alternative organizations such as NAPSAC (the National Association of Parents and Professionals for Safe Alternatives in Childbirth), H.O.M.E. (Home Oriented Maternity Experience), SPUN (Society for the Protection of the Unborn Through Nutrition), ICEA (International Childbirth Education Association), ACHI (the Association for Childbirth at Home, International), CHOICE(Center for Humane Options in the Childbirth Experience - Columbus, Ohio), The Detroit Feminist Women's Health Center, The Athens Birth Center, as well as the Lamaze Association and the La Leche League.

SOURCE's primary goal is to educate prospective parents to be able to make responsible decisions regarding the type of childbirth experience they choose.

My goals and objectives for the Traineeship are: to help SOURCE to obtain news coverage through existing local media; to develop a very detailed referral bank listing information prospective parents would like to know about a doctor or hospital they might choose to patronize; to produce a slide show or film on a home birth in the Toledo area for educational purposes; to organize a birth conference to draw general practitioners, obstetricians, gynecologists, pediatricians, nurses, nurse-midwives and/or childbirth educators and specialists as well as interested parents and prospective parents who would have an interest in assisting with the formation and operation of a birth center to serve women and families who want to give birth outside of a hospital setting; SOURCE clients would benefit by having more information available to them and other potential clients who have been so far unable to find our organization would benefit by knowing that our service exists.

I am an initiator and I get things done. Through all of my experiences, I have been aware of how my limited knowledge of how to obtain important information has lead to a lack of sufficient progress in organizations and projects with which I have been involved.

I feel I have demonstrated over the years my potential and ability to draw together people with common interests and goals and implement projects of a limited scale and nature. I now find that many of the organizations and projects I have been involved with have come to the point where they need to become permanently funded, staffed agencies in order to better

serve their public. Their most basic needs are for funding, better organization, and publicity. I feel my participation in the Community Information Specialist Program can help me improve my skills and increase my knowledge in the proper areas to help organizations to do just that.

I realize that my goals are broad-ranged and extensive and I do not expect instant or easy success with them. I do expect, however, to actually see all of them become reality eventually, although it may take anywhere from 5 to 15 years to see them all be developed to the point where they are working operations.

Judith Ann Rusine
120 Cedar Court
Perrysburg, Ohio 43551

Education: Graduated Bowling Green State University, Bowling Green, Ohio, 1971. B.S. Elementary Education. M.A. 1974, Special Education, Bowling Green State University.
Experience: Director of Program Standards, Lucas County Board of Mental Retardation, Toledo, Ohio.
CIS Status: Transferred into the masters program.
Currently: Working on thesis.

Application Appendix

My interest has broadened in the area of education and I have had a high interest and motivation in helping others. Since my past experience both in public schools and now in a non-profit special agency setting I have set career goals in planning systems and services. I have had ample experience in starting new programs and in doing so have learned the value in locating and utilizing information from similar programs.

Our staff has a great number of needs and a resource library containing information and referral data would be of vital assistance to them as they serve the approximately 1200 students and adults who are mentally retarded. Since the Board of Mental Retardation operates twelve (12) facilities throughout Lucas County to serve the mentally retarded, an efficient dissemination of information and materials is imperative.

The agency I work for had long recognized an apparent need for information gathering with an efficient system of dispensing information to staff involved in direct service giving areas and when management recognized in June of 1976 this specific area was addressed. Recent legislation has mandated specific changes in many areas of programming for handicapped children. Through a structured systematic procedure, those rules and regulations could be dispensed to all staff in a very efficient manner and have an effective influence on all areas of programming enabling the meeting of the legislative

mandates in a consistent manner.

Also, it has recently been acknowledged that a great number of agencies, as well as federal and state sponsored projects, are involved in one aspect or another of service delivery and a need in our growing and on-going awareness in these areas is necessary.

In addition, being a non-profit agency supported by local tax levies, a source of funding in state and federal grants has been important in many facility and programmatic areas. A broad knowledge of grant sources and methods of application is vital to the maintenance and growth of our total program.

I am presently directly responsible for the development and operation of a resource library. In the past year, I have been gathering materials pertaining to mental retardation and developmental disabilities from across the country. I am now actually working in establishing policies and procedures for dissemination of information as well as a constant update of referral sources within the community. Through close work in information gathering and past experience in direct service referrals, the Traineeship would be most beneficial for my present work in this area.

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Education: Graduated California State University, Sacramento, 1975. B.A. English.
Experience: Information and Referral Coordinator, Emergency Assistance and Referral Agency, Sacramento, California.
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Application Appendix

For several years there has been an attempt to coordinate, consolidate, implement and fund information and referral (I&R) services in Sacramento. The matter has often been tabled due to lack of understanding and expertise in the areas of developing, implementing and maintaining an I&R system that speaks to the needs of the Sacramento area. However, the need for a system is there and is spoken to again and again by human service funders, planners and providers. Our local United Way and a member of the County Board of Supervisors have called together a Task Force consisting of: United Way, Community Services Planning Council, our local office of economic opportunity, County Welfare and Health Departments, St. Paul's Center (which provides senior citizen I&R through the Older Americans Act), and EARA. The I&R Task Force has established a need to identify

community resources, link people and services together, and collect data on gaps, overlaps and duplications of services for community planning. Some of us on the Task Force are familiar with information and referral systems. We have read some of the available literature and corresponded with Corazon Doyle in Arizona and Jeanne Wilson with National United Way in Virginia. EARA is a member of the Alliance of Information and Referral Services (AIRS) and receives the newsletters, bulletins, and updates published by the organization. Yet, with the information and expertise of the Task Force members, there is still a sense of fragmentation in terms of the actual implementation, coordination and maintenance of an I&R network. The I&R Services Traineeship offers the Sacramento community a chance to bring together the necessary pieces to implement an I&R system.

The Emergency Assistance and Referral Agency (EARA) was formed in 1969 by the United Way and mandated to provide emergency financial assistance and information and referral. The agency has never been staffed or funded to provide I&R, but has offered the service within these limitations. The mandate to provide I&R, along with current staff knowledge, has always enabled the agency to participate in any discussions, meetings, task forces, etc., on I&R. The Information and Referral Services Traineeship would benefit EARA at a time when expansion of I&R services in the community seems imminent.

The term information and referral had always meant "information giving" to me. While I used the term in describing one of the services that agencies I worked for offered, I never understood it as a system, only as a part of casework. I came to work at EARA in September of 1974 as a Secretary-Receptionist. The size of the agency (5 staff) allowed me the flexibility to utilize skills in working with information and referral. As the weeks and months went by, I proceeded to find out more and more about I&R as a system. I felt the frustration of not being able to find resources for clients and of having no systematic way to document gaps, overlaps and duplications in the human services system so that community wide planning could correct them. I became aware of the importance of linking people and agencies together effectively; of the myriad times this did not happen; of the frustration of clients and service providers alike. I am conscious of my own ability to look at these concerns from an overview; to get together other service providers to speak of their frustrations; to build bridges and networks of cooperation among agencies in order to enhance services to clients. In May 1977, the Comprehensive Youth Program contracted with EARA to train staff, design an I&R system and provide back-up support for the system within CYP. The project marked the first funds the agency received for I&R. As a result of my work and experience with I&R, I was transitioned into the position of Information and Referral Coordinator for the duration of the contract. The project offered me a rare opportunity to put the information I had learned about I&R into

practical application in a systematized approach.

My experiences with human services have made me continually aware of my own quest for the knowledge and skills to link people and services together, specifically as related to the system of information and referral. I see the Information and Referral Services Traineeship as an opportunity for me to continue to grow and serve EARA, myself and my community. EARA is on the brink of developing a more legitimate I&R system and the Sacramento community is more responsive to I&R than ever before. This is an exciting time for all of us.

It is important not only to give an idea of who the trainees are, what their goals were and the courses they took, but also the type of work they did while they were here, and the kinds of concerns which they investigated. In some cases a number of trainees worked on the same project. In other cases, a trainee would use one larger more complex project to meet two or more course requirements. In some cases, the projects, although appropriate examples of competency in a particular content area, are of personal or other nature and not indicative of the overall traineeship focus. In addition, as you might expect in any academic program, some projects were not completed and, therefore, individual grades were not assigned.

Because of this, what follows is a selected, representative list of the kinds and type of work done by the trainees.

Public Relations and Publicity

Information Processor Systems

The Grants Center - Department of Community Development

Automated Storage and Retrieval Systems and the Right of Privacy - A Study in Political Theory

Project OACIS Computer Programs

Plan for Proposal to be Submitted to NIE

Organization of Community Services for the TU Women's Center

SOURCE Guidebook for Expectant and New Parents (in 4 parts)

Action Research and the TU Women's Center

An Analysis of the Workshops and Meetings Attended at the NAPSAC Conference, May 1978: Social Environments

Implementation of Public Information and Public Awareness Regarding Developmentally Disabled Persons in the District of Columbia

As you can see from the titles, the trainees often did projects related to their home agencies as well as exploring the practical and theoretical considerations of information and referral. Projects were used to not only broaden skills, but also to provide practical, useful information for the trainees and, in specific instances, those community agencies with which they worked.

D. Qualitative Considerations

There are many facets of the Traineeship that were its greatest strengths and yet, paradoxically, have elements inherent in them that weakened the program.

One great strength, which is accepted by the department as the best way to make decisions for this kind of program, is shared decision-making. Sometimes this was not always possible and the decisions were made by a higher authority, such as the University or the Office of Education. At other times the decisions, for whatever reason, had to be made quickly with no time for discussion by all the concerned parties. And occasionally consensus could not be reached. In any case, the ground rules for decisionmaking must be clear. It was apparent at the end of the Traineeship that not all the ground rules were clear; this occasionally lead to mixed messages which produced frustration

and anxiety over certain issues. Nonetheless, not to have shared the decisionmaking with the trainees would have minimized the learning.

The skills and needs of the trainees and of the faculty are varied. A variety of perspectives could be applied to any given problem or issue. This plurality of needs and concerns at the same time made it difficult to arrive at specific overall Traineeship objectives.

Although most of the trainees had taken leaves of absence from their organizations and were encouraged to stay in contact with them where possible, it soon became clear that occasionally the faculty and trainees held different values about the operational definition of what this meant.

This conflict of values was especially troublesome because it was not one sided in either the faculty or the trainees. Some of the conflict centers around the fact that the University tends to hold certain values. For example, that students should attend and participate in class, that assignments should be completed and that some means for evaluating the learning should be determined. Our department places a high value on field experience as a learning method, while still insisting on attendance, participation and evaluation. The problem occasionally occurs that external off-campus demand (e.g. scheduled meetings) compete with scheduled classroom experience. We had hoped to eliminate this problem by requiring a leave of absence from the agencies so that trainees' energies could be totally focused on the experiences at hand. This proved a no-win situation for trainees who wanted the experience of the Traineeship, but were required by their

agencies to maintain steady, physical contact. Similar problems occured when the mix of courses selected by the trainees didn't seem to be meeting all their needs and the alternatives for modifying those choices were unclear. At another level, students assumed from prior college work that the decision to "cut a class" was a personal one that had no effect on the teacher or other members of the class. In a lecture setting this may be true, but in an environment like ours, where the process of education is as important as the content, the consequences of this attitude can be disruptive to the process. At any rate, the fact that the values held by the faculty and trainees were not raised and clarified lead to some breakdown in communications and relationships.

The flexibility and informality which our department also sees as strengths in an academic setting also has some drawbacks. That flexibility which allows a person to pick freely among existing alternatives and, if need be, develop new ones can be very frustrating to a person unsure of where s/he wants to go or how to get there. The informality that encourages each of us to share from our pool of knowledge and accept the expertise of others--faculty and trainee-at the same time can make it difficult to determine who really is in charge and what behavior is expected in any given situation.

The problem of varying expectations is closely related to the values concern. One expectation that most of us have from our previous academic experience is that teachers and advisors will have answers to our questions. In the case of a new discipline this is not often true. The willingness to admit that all the answers are not known often lead to discussions that proceeded from the trainees asking what they needed to the faculty asking what the trainees wanted.

Such discussion can lead to a sense of uncertainty that is resolved through dialog. If the additional dialog does not occur the frustration grows. Another problem associated with an informal environment is that the lack of formality is confused with a lack of seriousness. Because directives are not given in an authoritarian manner does not mean that they can be ignored, and yet this occasionally occured. This happens because the organizations from which we accept directives often only present them in an authoritatian way. This difference in expectations occasionally lead various faculty members or the department as a whole to give directives which were not followed, and which then lead to a breakdown in trust levels between faculty and trainees.

The size of the department is also a strength as well as a weakness. The addition of ten new students into a department already committed to class preparation, field supervision, thesis advising, grantsmanship, curriculum revision and all the other normal day-to-day business of an academic department was an unexpected strain on our resources.

Another concern, that is both a strength and a weakness, is the specific nature of our department. On the one hand, there is no question that we grew out of the tradition of librarianship and use many, if not all, of the skills that the librarian has found necessary. On the other hand, much of the pro-active advocacy approach that we use is much closer to social work than librarianship. This apparent conflict makes it difficult for potential students, like the trainees, to know exactly what the field is.

Many of the problems that grew out of the weaknesses identified

so far were never fully resolved. In many cases, it was never really clear what the exact nature of the "problem" was. Because of the continuing press of activities, the varying expectations and mixed messages were rarely dealt with adequately. Many were dealt with ad hoc and resolved, others never reached a stage of open discussion. Some trainees, as often happens when mixed messages are received, left the field in spirit, if not actually. Related to this concern was the view held by some of the trainees that the Traineeship was an extended continuing education experience, a "long conference" in which the learning was not connected to academic criteria like grades, manditory attendance and the like. In retrospect, some of these problems could have been dealt with more successfully if we had been more sensitive to the fact that the academic world was strange and potentially hostile to people coming in from a different kind of environment. It is perhaps normal that for many reasons this new academic environment would seem strange and perhaps hostile. The trainees had left a known situation for an unknown one, often at a significant loss of income and job stability. For the people involved, the Traineeship was a risk situation. As professionals many of them had accepted the Traineeship knowing it would be difficult to go back to previous careers. With the termination of the department, the faculty was in a similar situation. As a result, sensitivity to the plight of others was colored by individual needs to find employment, relocate and take care of themselves and their families. Consequently, while more time should have been spent constantly clarifying and amending established expectations by faculty and trainees, decisions by the University served to disrupt the process.

E. Administrative Concerns

So far we have talked about who we were and what happened in the Traineeship. It also seems important to discuss a series of loosely related administrative concerns dealing with the internal how's and why's of the Traineeship. We hope that this will give you some better insights into what occured in the department during the Traineeship. There are also some minor discrepancies between what was proposed and what was done which need to be explained.

In the original proposal, it was stated that an advisory committee would contribute to the Traineeship. Resource Information People (RIP) did assist the Traineeship, but we drew primarily on the RIP members individually throughout the Traineeship.

There is some question of whether we, as a struggling department, were ready for a Traineeship at this time. Although the newness of the field of information and referral and the small size of our staff did cause some problems, the benefits of the Traineeship certainly offset them. The time had come for us to test some of the assumptions under which we were working and the Traineeship provided us an excellent opportunity to do this.

The question of the appropriateness of the kind and type of faculty and staff is a difficult one to assess. The director spent fifty percent of the time on the Traineeship and, in retrospect, it was an appropriate division of time that helped hold the Traineeship and the department into a whole instead of fragmented parts. Tnere is a question as to whether the skills of the faculty were able to meet the needs that the practitioners felt, but we did use a series of visiting lecturers presenting single lectures or one day seminars in the area of I&R, which were useful.

There were at least two areas of the Traineeship we would change.

The first problem was time. We received final word on the grant during the summer. By the time the brochure was designed and printed, it was autumn. Because of this and the potentially large number of organizations and agencies to be reached, the announcement of the Traineeship did not reach all the people it should and many of those that it did reach did not have enough time to make arrangements to come.

Even though the trainees were the kind and type of people we were looking for, we would have preferred a larger group from a greater geographic range from which to select. It is estimated that a minimum of nine months from the announcement of the grant award to the beginning of the training is needed for any training program which is going to recruit nationally and last longer than a month.

A procedure was built into the Traineeship in which the trainees would come back for a three-month follow-up, but this procedure was not followed because of the closing of the department. Instead, the evaluator did the three month follow-up by telephone. The results of this follow-up are included in the evaluators report which is incorporated into this narrative. (See Section VI.)

In general, relations with the U.S. Office of Education were fine. It is important to note that the budget flexibility allowed within the granted amount was necessary to maintain the integrity of the program. Without this flexibility, many needs that arose during the course of the Traineeship, such as the field trips, would have gone unmet while leaving unexpended funds in other areas. It is also important to note that the grant award did not cover the total cost of the Traineeship. Many hours were spent by the director and the

department and Traineeship staff both before and after the training period that were not reimbursed. In addition, the other departmental staff during the Winter and Spring quarters spent many classroom and counseling hours with trainees beyond the amount identified in the proposal.

There were no problems in the special relationship of the Traineeship to the department, the college or the University. But, the University's decision to close the department certainly had an effect on the Traineeship.

IV. Impacts of the Traineeship

There are many results of the Traineeship. The first is on the trainees themselves. Because of this program, the trainees have an awareness of information and its everyday role. In their six-month stay the trainees have also gained specific information handling skills and competencies.

The second effect is on the faculty of the department. We now have accurate up-to-date information from information professionals on the kind and type of education they need to do information work. The trainees have also brought us in closer contact with I&R agencies and national perspectives. We are now much more aware of the information needs of various kinds of I&R organizations, and this influences our own planning and programming to better meet those needs in our new roles and responsibilities.

A third outcome is on the agencies and organizations. The initial result was the solution of the real information problems of some local agencies through trainees projects and other course work. Further change occurred when the trainees either returned to the agencies from which they came or went to new agencies and began using their new information insights and skills. We also expect a long-range impact on agency programming and planning as the recognition of the significance of the use of information grows.

The final result seems to be on the various fields affected by the Traineeship. As the trainees form a network among themselves and with other information specialists in Toledo and elsewhere a greater sharing of information will lead to more efficient problem solving. In addition, as information specialists functioning in

their own agencies, they will be seen by other agencies as providing vital services, thus expanding the demand for trained information professionals. Besides these transcendant issues, there are some specific fields that have been influenced. There is an immediate and long-range effect on social work practice and education as social workers see how much of what they do has an information component and can be improved through sound informational practices. There is also an outcome on libraries as the trainees now see libraries as a viable source of information and thus use them more. Finally, there is an effect on library education as library educators are influenced by the Traineeship curriculum, and as it is judged as valid in being able to train a new kind of information professional, as indicated by the fact that eighty percent of the trainees transferred into the Masters program. There are positive and negative aspects to this. Since eight of the trainees are in the process of becoming information professionals by completing the Masters program, they are thus not meeting our original concern of training information para-professionals to do day-to-day information work in organizations. On the other hand, these same eight trainees form part of the vanguard of new information professionals who are also community workers. This is an unusual and yet useful combination especially since most of the eight wish to continue to use those skills in community service settings.

V. Summary and Conclusion

All things considered, the Traineeship can be judged to be a qualified success. It did prove that I&R workers, or more specifically information and referral organizations, do wish to improve their informational capability. In general, the Traineeship served to validate the appropriateness of our curriculum in the training of information specialists for I&R agencies.

There is some question about whether or not a Traineeship is the best approach for meeting the need for trained information specialists in I&R agencies. A more appropriate approach for training information specialists who will play a specific and particular information role in an I&R agency might be through a series of continuing education courses on discrete topics or issues in the field.

No matter which method is selected, more attention must be given to developing networks to bring together information specialists who share either a common geographical or functional perspective; they then must keep in touch with each other so that they can share resources and new developments in the field. Some of this has been done in this Traineeship and should continue in future training programs, but other methods should be developed either by local or state information associations or under the aegis of other innovative library training programs sponsored by the Office of Education.

FINAL EVALUATION REPORT - Dorothy Anderson, Evaluator

This report reviews the evaluation components of the Information and Referral Traineeship, beginning with the planning session in December, 1977, and ending with the follow-up survey in November, 1978. It attempts to detail the significant activities and effects of the program in relation to the goals stated in the proposal and to additional objectives as they emerged in the program process.

A primary purpose of this evaluation was to assist the project director by providing information which could be useful in making decisions and in reaching program and participant goals. It was designed to be a flexible and continuous process beginning with a general acceptance of the objectives stated in the proposal and moving toward identification and incorporation of the actual expectations and abilities of the director, faculty and trainees.

The evaluator was requested to:

1. Design process evaluation procedures and data collection schedules.
2. Outline and implement procedures for gathering summative data.

3. Develop a format for a follow-up meeting to determine the effectiveness of the program for participants.
4. Produce a follow-up evaluation to assess the effectiveness of the Traineeship to the agencies who sent participants.
5. Produce a Final Evaluation Report.

Goals and objectives- as stated in the proposal, dated August 1, 1977, are:

1. To improve the information service of ten programs or agencies who have I & R as a primary role.
2. The ten participants will interact with each other and with students and faculty in the Community Information Specialist Program and they will understand:
   (a) what services their local library and its staff of professionals can provide
   (b) the needs and concerns of other information providers
   (c) the benefits of cooperation between information agencies
   (d) the various training needs of their communities information providers

3. The ten participants will increase their skills in finding, organizing and disseminating information to meet the needs of clients, other staff, and administrators.

Clarification of Goals, Roles and Objectives

A first meeting of the project director and the evaluator in December, 1977, established a working relationship and clarified expectations to some extent. The director outlined his role as project manager and the evaluator agreed to serve as both process and summative evaluator during the year. The evaluator, as an objective outsider, would act as a catalyst, asking relevant questions, identifying problems and making recommendations to the director in relation to the decision making process.

From the outset it was the director's conviction that premature or rigid decisions could calcify the learning process, especially in an experimental program.

In seeking further clarification of program goals and objectives the evaluator met with the Traineeship faculty and made an effort to understand their basic

philosophies and expectations. During this introductory meeting the evaluator participated in planning the January Orientation Session.

Evaluation Procedures (reviewed and approved by the director.)

Data would be gathered from trainees, director and faculty. Oral and written instruments would be designed to elicit process data during each on-site visit. Written schedules for each visit and a follow-up evaluation for trainees and faculty would be submitted to the director. Quantitative tallies would be accepted as indicators or evidence of achievement. Reports would be presented to the director, faculty and trainees at each stage of the evaluation, and a summative report prepared at the conclusion of the Traineeship.

Evaluation events

Orientation - the evaluator would assist the director in conducting an Orientation Session for trainees which would clearly present the goals of both director and faculty and elicit information from trainees regarding their personal goals.

The evaluator would study trainee applications to determine entry level expectations of each participant and then design simple oral and/or written

feedback instruments to gather that data as well as response to the Orientation Session. Reaction to the Orientation would also be solicited from the director and faculty and recommendations would be made to the director concerning any information or guidance still required by the trainees to get them launched into the program. The evaluator would also conduct a feedback session with the trainees, as a group, following the Orientation Session.

Reports of all interviews, observations and feedback sessions would be given to the director and participants in oral and written form. Sources of data would be LIVE, whenever possible, in order to get some sense of attitude and personal feeling.

A mid-point visit would be scheduled to assess progress, note milestones, and suggest any necessary program modifications as indicated through interviews, records and observations. The evaluator would meet with the entire group of trainees to better understand their perceptions and to ascertain the extent to which they are developing collective goals (and, of course, to see how these match up with program goals and objectives.)

Meetings with the director and faculty individually and together would help the evaluator to understand their perceptions of the program and allow any problems to be addressed cooperatively. This would be the opportunity to reaffirm or modify objectives or strategies and consider alternatives. Written feedback reports to the director, faculty and trainees would be submitted.

Gathering summative information - while reporting the program in process, the evaluator would take into consideration unintended consequences which can affect the health of the program. As a first step toward compiling summative data, the evaluator would synthesize the available mid-point data (from records, impressions of growth, interviews, incidences of problem solving, appropriate responses to trainee needs, level of change in skill and

attitude as seen by trainees, director and faculty.) Summative data would be gleaned primarily during the June site visit at the close of the Traineeship. During that session, the evaluator would test the formative data against final perceptions...through interviews and a questionaire. These data would be checked and shared in at least one group debrief with all trainees, director and faculty, as a basis for the evaluator's final report.

Follow-up - after the closing session in June, the evaluator would consult with the director in planning a follow-up meeting with trainees to determine the extent to which program goals were met. Interviews would be conducted informally, if possible, and a final questionaire would solicit follow-up data for the project report.

In addition, the evaluator would design and mail a questionaire to Agency supervisors to assess the effectiveness of the Traineeship from their standpoint.

Results of this survey would be incorporated into the final evaluator's Report to be submitted to the director, Fall, 1978. The report would cover process evaluation, summative and follow-up data, synthesis and possible recommendations.

Two follow-up procedures were modified to reflect changes resulting from the closing of Community Information Specialist Program at the University of Toledo and the fact that only three of the trainees returned to their original agencies:

1. To assess the impact of the Traineeship on the agencies. This became unnecessary, since the two people who did return to their agencies are, in effect, responsible for their own agencies.

A third person went back to a different position in the same institution, but the administrator responsible for her attending the Traineeship is no longer there. Except in two cases, there was little communication between trainees and the home agency.

2. Follow-up session with trainees to assess the ongoing effect of the training on participants and their agencies. The director and evaluator agreed that the follow-up activity would be best accomplished through telephone interviews since it was unrealistic to expect trainees to pay their own travel back to Toledo in Fall, 1978 - especially since the CIS department had been phased out. Follow-up evaluation instruments for both faculty and trainees are duplicated in Appendix J

Evaluation Site Visits and Findings

The first 3 day site visit in January was conducted as planned. Faculty, new trainees and evaluator met to orient new people to the University, the Traineeship and each other. Perceptions of participants and faculty

were gathered through personal interviews and group sessions. (See Orientation Feedback Report, Appendix J.)

In feedback discussions with the director, the evaluator made the following suggestions for the Seminar:

> "Guide the group concentration toward issues and processes which, however obliquely, lead in the direction of meeting student and program objectives...and discourage efforts which do not! Time spent coming to agreement on objectives, personal and professional and program, is worth it...so you can <u>all</u> be committed, more or less, to the same things. Decide <u>what</u> you want to accomplish before deciding how."

<u>The purpose of the Midpoint Site Visit</u> in early April was to gather data on the program in process and provide feedback.

The use of open-ended questionaires allowed space for trainees to write in other information and comments. While this method produced data which are predictably uneven, they provided significant insights into the progress of individual trainees.

The semi-structured interviews were recorded by notes as spoken and questions were phrased to avoid any

suggestion of an appropriate response. The excellent rapport between evaluator and individual trainees and faculty aided in eliciting accurate responses during interview sessions.

Interviews with faculty covered such questions as:

In light of stated program objectives and your own personal/professional teaching goals...what are your midpoint perceptions on:

-student attitudes, aptitudes, individually and collectively.
-what should be given priority now?
-communications between faculty and director, decision making, cooperative efforts, effect of Traineeship on the department in general.
-what would you change during the last 10 weeks of the program?
-specific strengths and problems.
-are you able to deliver, in terms of course coverage, flexibility, counseling time, etc.?

Because it is pivotal in identifying potential problems and recording progress during the adjustment period, the Midpoint Feedback report is given here in its entirety:

Midpoint Evaluation Feedback April 3-5, 1978

Evaluation activities during this visit were designed to assess the extent to which the program is meeting its original objectives and provide an opportunity for trainees and faculty to reaffirm or modify these in terms of midpoint perceptions. Through individual interviews, a questionaire, the seminar and other group meetings, the evaluator gathered the following data, some of which was reported immediately in verbal feedback sessions with director and faculty.

1. Generally, trainees were glad to be participating in the program, felt their minds "had been expanded", their "philosophy deepened", and enjoyed the

experience of "dealing with pertinent issues in a dynamic setting." Individuals reported that they "have new confidence now and belief in themselves and in I & R." The freedom to get away from their jobs for six months and get a new perspective was cited by several as very important. More than half of the trainees saw the faculty as flexible and cited conversations with individual teachers as valuable to their growth.

2. 60% of the trainees reported no change in their original goals. Of the 40% whose goals had changed - the following new emphases were stated:

a. more interested in skills development now
b. more specific in terms of goals
c. not as much committment to agency
d. broader goals, looking for more challenge and personal growth

3. In terms of course content, 60% of the trainees felt the program was meeting their needs. Of those whose needs were not being precisely met at this point, the comments centered (somewhat vaguely) on:

a. inadequate emphasis on I & R philosophy
b. courses geared to resource files - not information systems
c. courses too library related or related to already familiar material

4. Quality of instruction, counseling and program administration was perceived as generally good by all trainees (with a few specific exceptions which have been mentioned to individual faculty members in verbal feedback meetings.)

5. Obstacles to progress were seen as unavoidable: eg. disruptions because of weather, the institute (in terms of timing and participation), adjustment to a "whole new world", overwhelming amount of work, etc. Most trainees expect to proceed at this point, with more focus and generally trust the process to give them what they need.

6. The Traineeship seminar, most often cited as the least effective or valuable aspect of this program,

was a problem which the evaluator explored extensively during this visit. Originally conceived of as an opportunity for trainees to develop collective goals and a chance to address issues not covered in regular course offerings, the seminar was seen at midpoint as "a waste of time"; "frustrating"; "too process oriented"; "a battle of wills"; "inhibiting"; "without focus or motivation"; and "no group commitment or mutual respect". With the consent of the Traineeship director, the evaluator met with the seminar group and requested that they spend an hour alone in an attempt to answer some basic questions about what they, at this point, wanted from the instructors and themselves in terms of the seminar. They were asked to be as specific as possible and to present some collective conclusions to the instructors and to the evaluator at the end of the discussion period.

Generally the trainees seemed to enjoy this opportunity to clear the decks and begin, among themselves, to focus on the problem. A spokesperson for the group reported that the seminar had failed to meet the needs of the trainees because:

a. trainees felt encumbered by being pressed to reach consensus
b. the trainees saw themselves as ten strong individuals (chiefs) who were not properly respected as professionals by the seminar leaders.
c. the trainees felt that their attempts at cohesiveness were diffused and frustrated by the process-emphasis of the director.

They concluded that less intervention by faculty would enchance their chances of making the seminar worthwhile. They suggested that the seminar be conducted by the trainees alone during the second half of the program - with the instructors as resource people to be called on when requested. No specific issues were agreed upon for the seminar - but all felt that the sharing professional experiences with one another would be a valuable use of that time.

During individual interviews with the evaluator, most trainees expressed the view that, in retrospect, there was no real villian in the case of the "Seminar Fiasco". 30% of the trainees stated that they really didn't want to undertake more projects in the seminar, as they felt overburdened by work. More than half felt reluctance to make decisions collectively. They saw themselves as experts and failed to listen attentively to each other. 90% of the trainees now feel that it is "too late to hassle" and they want to learn from the seminar by sharing with each other with the opportunity to determine their own actions by using faculty as consultants rather than as teachers or facilitators.

7. A meeting of Traineeship faculty and the evaluator covered such topics as the Independent Study (standards and values of), PR's (an opportunity to create one's own pace or to cop out), and gaps in the curriculum, in order to address them.

The evaluator suggested that the faculty reaffirm their own committment to program objectives by presenting a more unified and clear I & R philosophy to the trainees.

The evaluator expressed concern over what appeared to be a lack of professional attitude in some trainees, in terms of information sharing or knowledge of the "library", as critical to the operation of vital I & R programs. These problems create short sightedness with regard to linkages and cooperation among agencies. Methods of addressing these attitudinal problems were discussed.

8. During this evaluation visit, the department chairman announced the University's decision to phase out the Community Information Specialist Program. Regular students, trainees and faculty alike were saddened and demoralized by this news, although no students will be hurt in terms of courses and degrees. Much psychic energy had been spent on trying to help this pioneer program stay alive.

9. Personal feedback to individual faculty members was given by the evaluator to encourage further efforts to meet students' needs during the last half of the traineeship.

10. The evaluator observed a great deal of solidarity among trainees and a general sense of progress toward individual goals. For the most part, faculty members were seen as supportive and knowledgeable.

A final meeting between evaluator and director focused on plans for the final evaluation visit, contact with agencies and follow-up procedures.

The Final on-site visit came at the end of the six month training period in June. The evaluator's plan for this session called for a 1 day retreat, off campus, where trainees and faculty, separately and as a group, assess the Traineeship in terms of learnings, professional growth and program management.

Unfortunately the faculty group was forced to set aside the evaluation agenda and belatedly come to terms with unresolved problems such as requirements for certification, grading and administrative responsibility.

The student group evaluated the program through discussion and in response to a questionaire. (See appendix J.) Conflict of roles in the administration of the program and lack of clear expectations regarding trainees participation in and completion of course work were cited as confusing and frustrating. Those students who diligently completed course work and independent studies felt somewhat betrayed by the

decision to give certificates to those who failed to attend classes or complete work.

Despite the difficulty in obtaining specific data from the faculty as a group at the retreat, individual conferences provided an abundance of (somewhat fragmented) summative information.

Issues and problems of the last ten weeks

(When data gathered at the end of the Traineeship was compared with midpoint data the following issues and problems emerged as significant):

1. The dynamic atmosphere or climate of the program, seen initially as flexible and growth producing, was perceived at the end as frustrating and counter-productive. Factors contributing to this change were easy to recognize but were difficult or impossible to alter.
   a. The demoralizing impact of the University's decision in April to discontinue the Community Information Specialist program and department. The trainees' attempt to help reinstate the program was doomed to failure and no other issues seemed as important to most faculty or students.

b. Survival of the department took priority over teaching for key faculty members and time was not made available to students for counseling and clarification of requirements for completion.

2. At the final evaluation session, the Traineeship director and faculty reported that they were not able to agree on what constitutes "completion of the Traineeship."

They recognized that the lines of authority had not been clear or firm and understood the ramifications of divided power in terms of decision making and implementation. They also perceived the serious consequences of faculty being "elsewhere" in mind or body during the last weeks of the program.

3. Strong midpoint recommendation from the evaluator that the faculty come to agreement on their own philosophy and expectations of an I & R professional and transmit this to the trainees was not acted upon. This remained, in the eyes of all but 2 of the trainees,

an important ommission. The evaluation must note that no pre-planning effort was made to create a special I & R program, but, rather, the existing CIS course offerings were thought to be a valid base for I & R practitioners. The Seminar, as elsewhere noted, had been designed to address issues of particular interest to I & R people. Since the seminar was not used for this purpose it was left to individual instructors to emphasize I & R when appropriate or when requested to do so.

The "Seminar" deserves special comment. Trainees were advised from the outset that each of them would be expected to take the Community Analysis and Information Seminar both quarters. The Seminar was to be jointly designed by staff and participants to:

- Identify and examine the information and related needs of people in various kinds of communities.
- Develop an understanding of the social and governmental agencies serving the community.
- Analyze the potential of the public library as a resource in the communities information network.

This seminar, according to the proposal, was to "provide the central focus for the Traineeship and would be used in part to meet the goals determined by the trainees in the orientation session."

The trainees were given the opportunity during orientation of identifying special topics which were not covered in the regular course offerings. These then, could be the bases for Seminar discussions. At that time several topics such as dissemination of information and Cybernetics were put forward. Despite the early problems with the Seminar, an effort to make the Seminar useful should be noted. One trainee initiated an analysis of the strengths and needs of the trainee group. A detailed list of "concerns" was appended under the headings; Skills, Information Sharing, Direction, Field Trips and issues. The ideas in this specific document could have been the basis for an excellent sequence of TR Seminars. However, no concrete direction was forthcoming from either the faculty team responsible for the Seminar or from the trainee group itself.

Students evidenced disinterest in process of negotiation and compromise in choosing Seminar issues,

and were frustrated by the process of consensus reaching. It is possible that some students may reflect on the seminar experience later and begin to understand the values which can result from experiencing these processes.

The composition of the group may have precluded agreement on issues, but the lack of agreement by the faculty on a body of knowledge essential to the background and philosophy of an I & R practitioner is possibly the larger factor in the lack of committment to the Seminar. By midpoint, the trainees had elected to conduct the Seminar "on their own" without faculty guidance or presence.

Their first effort was a seminar on Action Planning to "save the department." When this effort was recognized as futile, the trainees felt frustrated and powerless. By that time, motivation to develop group cohesiveness and leadership was low. No decisi were made concerning issues to be discussed, attendance or responsibility to program objectives.

Informal subgroups emerged and eventually the Seminar ceased to exist as a time or energy committment. Trainees exchanged information and ideas out of class and, in some cases, worked together on independent study projects.

The failure of the Seminar to become a central focus of I & R issues was due partly to lack of structure during the first quarter and lack of motivation during the second. While this view is simplistic, it is true that the Seminar was not utilized as a training/learning period and that this left a void in the program which was never adequately filled by other activities.

(Several semi-structured activities such as a student-taught seminar, a faculty sponsored tour, an outside lecturer and a presentation by one of the trainees were serious attempts to meet expressed needs outside of the Seminar or instead of the Seminar.)

In June, interviews with faculty and discussion with faculty of student interviews and questionaires revealed a strongly individualistic group of teachers - with widely differing views of the Traineeship and of I & R as a specialty.

Faculty input to the evaluator was candid, concerned and detailed. The program, they reported, was set up to serve the needs of both regular Master's degree candidates and I & R trainees and drastic modifications in the interest of greater I & R emphasis was not a possibility.

50% of the faculty believed that trainees had nonetheless acquired important basic skills in their courses. Those faculty who supervised independent study were not as confident that much was achieved through that vehicle.

40% of the trainees stated that the curriculum did not address the human service aspects of I & R, and did not adequately cover the area of community needs assessment.

Three faculty members (1/2) stated their belief that both structured or non-structured approaches to training <u>can</u> be effective if requirements are clearly stated. They felt that students are shortchanged when director and faculty fail to assume this responsibility as a training management team.

In examining other events of the last 10 weeks, the evaluator found that course work, independent study, field work and general morale all suffered from the untimely "death of the department." The student mood was characterized by frustration and lack of committment to solving problems or addressing issues as a group. Tolerance for ambiguity seemed to be at an end, yet most opted for a flexible, leaderless approach, using

independent study or unsupervised field experiences as a means to getting "what they needed." Committment to completion of projects and course work was weakened by vague or contradictory requirements for completion and lack of concrete direction.

A review of decision making patterns during this hectic period revealed that important program decisions had not been made by the director and faculty during the course of the program, or more appropriately, during the planning stage. Some trainees were unclear about the director's authority and sought solutions and decisions from the department chairman. Few clear answers were forthcoming from either source, however, perhaps because of the intense preoccupation with problems related to the closing of the department.

70% of the trainees felt confusion, anger and a sense of unfairness when, on the final day of the program, hasty and arbitrary decisions were made with no chance for consensus.

From the evaluator's point of view, there was little "program" per se to evaluate during the last weeks. Half of the trainees did, however, proceed with individual study and did give evidence of completed work in those courses where it was required.

On the other hand, lack of committment to the Traineeship of some faculty during the difficult last days made some classes "not worth attending" and created apathy in trainees who were not able to motivate themselves.

Quality of instruction in two courses did not appear to suffer during the last ten weeks, but the remaining courses and administration of the Traineeship was seen as inadequate by 80% of the trainees.

Follow-up - In October, 1978, four months after the end of the program, follow-up interviews were conducted on the telephone with all trainees and faculty members. (See Follow-up instruments, appendix J.) This method allowed for clarification and elaboration of questions and responses. Subleties and nuances were recorded and distortions minimized. Questions were designed to help the evaluator determine the extent to which program goals and the individual goals of participants were achieved.

Response to question #4(a) of the final trainee evaluation indicated the 30% of the trainees greatly increased their ability to diagnose the information problems of an agency. 40% increased this ability "somewhat", 20% - "a little" and 10% reported that this ability had been acquired prior to the Traineeship.

50% of the trainees reported that the Traineeship "greatly increased" their self-confidence as information providers; 20% indicated "some" increase, 10% - "a little" and 20% claimed considerable confidence gained from previous experience.

With reference to career options, 50% of the trainees believed that the Traineeship "greatly" increased their options, 30% - "some" increase and 20% - "a little."

In the highly significant area of skills development, 50% of the trainees reported that their skills had been "greatly" increased, 20% indicated "some" increase, 20% - "a little" and 10% responded "not at all."

A high percentage of the trainees (70%) indicated that their understanding of the information services available from the local library was "greatly" increased, 10% increased their understanding "a little" and 20% were already familiar with these services.

Half of the trainees reported that their ability to cooperate with other information providers was "greatly" increased through the Traineeship, another 20% indicated "some" increase and 30% felt that this ability had been acquired earlier.

Responses to question #5 concerning the "best" or most beneficial aspect of the Traineeship show that

course work, specifically, Planning and Evaluation, Information Sources I, and Government Documents (in that order) ranked, as the most beneficial part of the program.

Interaction with other students and with faculty was seen as the second most beneficial source of learning (with interaction between students ranking slightly higher).

Independent study projects and the chance to be away from one's regular environment ranked together as the third most helpful influence of the program.

In answer to question #6 which asked about the lease useful or "worst" aspect of the Traineeship - most often cited (60%) was the "lack of focus", "program not tailor-made for I & R." The second most troublesome area was seen as "the lack of leadership", "uncertainty about requirements"and lack of information (sic) and clear-cut expectations. (30% of the trainees mentioned this). Individual trainees indicated that not being respected by faculty, the program's length (too short),early disorientation and lack of committment to the Traineeship on the part of the department Chairman were strong negative influences.

In follow-up question #7, trainees were asked what they would have done differently were they to do it again. Response centered around structure and content, eg., 80% of the trainees viewed the courses taught in a structured manner as more useful.

30% of the trainees found the less structured process-oriented faculty very valuable in informal dialogue about I & R topics and subjects of personal interest.

60% of the trainees in the follow-up interview reported that their goals had changed somewhat since first entering the Traineeship. This is a greater number than was reported at midpoint in the program.

The direction of change was reflected in comments such as "My goals are broader, less agency related" or "My goals are much clearer - I know what I want to do."

All of the trainees found the Traineeship experience valuable to some extent. On a scale of 1-10 (with ten being highest), a significant 40% gave the experience a 10 or highest marks, with the qualification that they were evaluating the "overall experience" in terms of both personal and professional learnings. The total group scores ranged from 5 (1 person) to 10 with a mean

of 8.5 and a median of 8.75.

Synthesis of Faculty Follow-up

Looking back on the Traineeship 4 months later - more than half of the faculty believed that the Traineeship was a worthwhile and valuable experience for the trainees and for themselves. All acknowledged that at least two conflicting philosophies of education were operative at the time. Structure and content oriented faculty maintained their own standards and expectations of students in the course work, while process-oriented faculty chose to respond to student needs in a much less formal manner.

Faculty members were generally satisfied with what they were individually able to contribute to the Traineeship. Some saw philosophical disagreements among the faculty as a potentially enriching "creative tension" for the trainees, while others felt a responsibility to offer straightforward substantive courses.

Three of the six faculty members mentioned that the lack of participation in early planning and decision making made it difficult to correct the direction of the program when it appeared to flounder in midstream, eg., "Decisions concerning requirements for completion,

class attendance and focus should have been made by the faculty as a group before the program began."

When asked what might have been done differently to improve the program, faculty responded with the following (generalized) comments: "We should have been very clear about what we had to offer"; "Feedback from evaluator and faculty was not adequately used"; "There should have been more focus and substance in the learning program"; "A balance between theory and hands-on experience would have been desirable"; "Faculty had not specific responsibility for the Traineeship, except teaching. The program could have been enriched by full participation in planning and decision making"; "The unique situation in the department made it difficult to find time to do more for the Traineeship"; "Clear, timely decisions were not made. Some trainees suffered and lost interest."

While the faculty acknowledged conflicting or unformed views about the philosophy, practice and future of I & R, <u>most</u> felt the Traineeship was a worthwhile expenditure of time, effort and funds. Others believed that the effort was well-intentioned, but misguided or unguided.

Some faculty learnings and suggestions were reflected in comments such as these: "In reality, we found that I & R people are not "information" people, they are usually human services people - social workers, etc. Many don't understand the relevance of information. An ideal faculty would be associated with the I & R tradition but would understand the day-to-day relevance of information. Students could then be led from their initial social services orientation into an awareness of the broader world of information." "I feel uncomfortable about sending people out of the program unprepared - although about half of the trainees definitely increased their knowledge and skills and all benefited from the experience in some way." "A program like this would be better outside the university setting - where there is no existing curriculum." "There should be comprehensive pre-planning with all participants and then match faculty to perceived needs." "We should have stated more firmly what "an I & R student ought to know" in order to successfully complete the Traineeship." "Exposing trainees to other systems and viewpoints from practicing I & R people would have enriched the program."

Summary of Observations and Conclusions

1. Two of the three original program "objectives" were reasonably well achieved.

   (a) There is evidence that all of the trainees (excluding the few who were already competent in some of these areas) increased their understanding of the services local libraries can provide, the needs of other information providers, the benefits of cooperation, and the various needs of information providers.

   (b) More than half of the trainees greatly increased their skills in finding, organizing and disseminating information to meet the needs of clients, other staff and administrators. All of the trainees indicated some learning in these areas.

2. A third, and general, program goal, "To improve the information service of ten programs or agencies who have I & R as a primary goal" was achieved, as stated, in only two programs or agencies.

   It may have been unrealistic to expect that the career plans of ten people would not change

after a six month exposure to a broader world of ideas and options. For a variety of reasons, 70% of the trainees have chosen not to return to their original agencies. About half of these, however, have plans for using newly acquired I & R skills in their new positions.

3. Planning, decision making, communication and other management functions were conducted in a laissez faire fashion, which, while consistent with departmental philosophy, was experienced as counter-productive by 50% of the faculty and 60% of the trainees.
4. The director and faculty members, individually, were appreciated by the trainees for their unique contributions and for their concern, helpfulness and warmth.
5. Recommendations made at the conclusion of the previously funded Traineeship in 1976 were not adequately utilized to strengthen this program. Once again, in 1978, a flexible, non-specific training model was adopted by the Traineeship planners. A firmer conceptual framework, and

more clearly defined objectives could have made the program more manageable, more measurable and more successful.

6. In the end the trainees saw themselves as better prepared to provide an unusual and increasingly important community service.

   - All learned much of what they wanted to learn.
   - 80% experienced a sense of heightened personal growth.
   - 50% found the course work valuable or very valuable.
   - All reported that the heterogeneity of both trainees and faculty stimulated a profitable exchange of ideas.
   - All valued the experience as personally significant and professionally useful.

7. The Traineeship succeeded in producing a fledgling network of people who have been exposed to a new way of looking at our shared environments and the information needs they represent.

Recommendations

The following suggestions from the evaluator and the faculty might be considered by future trainers in Information and Referral skills.

1. - that the planners reach early consensus about "what a well-trained I & R person should know."
   - that students be exposed to practitioners representing a variety of I & R systems and background.
   - that more attention be given to the "client" in the teaching of information delivery systems.
   - that such training could be provided in a series of shorter workshops in a non-university setting.
   - that planners of any such effort should recognize the constantly changing nature of the I & R specialty and be alert to new developments as they emerge.
2. - that the training model chosen should link content modules together to form a clear and realistic picture of what the training is intended to accomplish.

Appendix A

Department Faculty Vitae

Vita Update - Ray McBeth

Current Address: 2152 Heatherlawn Drive
Toledo, Ohio 43614
(419) 385-7819

9/74 to Present: University of Toledo, Department of Library and Information Services. I began as an Adjunct Assistant Professor (half-time) and became a full-time Assistant Professor in June of 1975. During the last three and a half years, I have taught in the areas of Social Environments, Community Needs, Planning and Evaluation (which includes grantsmanship) administration and the departmental Pro-Seminar. I have worked in the department on long and short-range planning, the accreditation self-study, as the first internship co-ordinator and on various proposals and other departmental activities. During this time I also sat on the Arts and Sciences Council and its Student Advisory and Curriculum Committees. In the Fall of 1975, I was accepted into the Doctoral program in Higher Education at the University.

In addition I received two major grants, on of $89,000 in 1976 to train community workers in information skills and another of $50,000 in 1978 to train information and referral workers in information skills. I have also lectured at various times in the College of Pharmacy on the role of pharmacist as information specialist.

9/74 to 7/75 Diocese of Toledo, Office of Community Relations. As Staff Specialist (half-time), I did research on housing problems in Toledo and developed a model socio-economic index using census data for the nineteen county area of the diocese.

Organizational Memberships:

Voluntary Action Center - Past President of the Board

Connecting Point - Original incorporator and President of the Board

Community Care and Share Shop - Chairman of the Board

United Central Services Board

Ohio Citizens Council

Interfaith Task Force on Welfare

American Association of Library Schools

Alliance of Information and Referral Services

CURRICULUM VITA

BASIC INFORMATION

NAME:	Raymond R. McBeth
PRESENT ADDRESS:	748 Wyman Rd., Toledo, Ohio 43609
TELEPHONE:	382-8395
CITIZENSHIP:	U.S.A.
DATE OF BIRTH:	October 30, 1945
PLACE OF BIRTH:	Detroit, Michigan
MARITAL STATUS:	Married (no children)
EDUCATION:	High School: Sacred Heart Seminary (9/59 - 6/63) Detroit, Michigan
	Undergraduate College: University of Detroit, Arts College (9/63 - 5/68)
	Graduate School: University of Detroit, (9/68 - 5/71)

ACADEMIC BACKGROUND AND INTERESTS:

In September of 1963, I entered the University of Detroit, College of Engineering, where it soon became aparent that my real interests were elsewhere. In September, 1964, I transferred to U of D's College of Arts and Sciences, where I majored in Psychology (officially) and Philosophy (un-officially) and graduated with about 150 semester hours and a 2.4 overall average.

In September of 1968, I entered U of D's Graduate School, in Psychology as a part-time student and completed 12 hours before I realized I was looking for an approach to social science that was more human and more aware of the value set in which it exists. I became especially concerned with the changing role of education in an urban reality. For these reasons I entered the Department of Sociology, at U of D and received my Masters Degree in May of 1971, in Sociology and Urban Affairs, with a 3.91 average.

ACADEMIC HONORS

Member (and past president) of Psi Chi, the National Honor Society in Psychology, U of D Chapter. National Science Foundation - Honorable mention.

ORGANIZATIONAL MEMBERSHIPS:

Youth Advisory Committee of the Toledo Board of Community Relations
American Civil Liberties Union
Ohio Correctional and Court Services Association
Past Member of the Michigan Sociological Association
League Involvement for the Environment (past member)

OCCUPATIONAL HISTORY

6/65 to 4/69: University of Detroit Bookstore. I started in the Bookstore as a part-time stock clerk, and was eventually put in charge of all supplies and inventories. In June of 1967, I was promoted to assistant manager and was responsible for our night operation, store appearance, and all supplies buying. In May of 1968, I was promoted to Manager and was responsible for the general functioning of the store, as well as all buying, personnel and store policies. At this time, I also redesigned the store for better service and instituted new records systems for more accurate control. The store had an annual volume of $400,000.00.

9/69 to 7/70: Dr. John Mahoney, Dean, College of Arts and Sciences, University of Detroit. As Staff Assistant to the Dean, a position which I helped formalize, I did research in scheduling, space allocation, effectiveness of computer information, and evaluations of the Reading Clinic, Experimental Division, and various other departments and disciplines.

6/70 to 11/70: Behavioral Systems Associates. This is a small group of managerial consultants, specializing in, the affects of the counter-culture on business and industry and corporate responsibility. One of our aims was to establish a Center for Corporate Responsibility.

9/70 to 5/71: Urban Affairs Fellow. University of Detroit. This was one of two fellowships given in this area. It included some teaching and research.

6/71: Mercy College, Detroit. I taught the overview of an upper-division class in the counter-culture.

9/71 to 8/72: Mary Manse College, Toledo. Admissions counselor. A position which had never been actively staffed before. In this capacity I established admissions objectives; set up book keeping and records systems; designed and distributed new recruiting materials for schools, churches and alumni. I also made over 300 visits to high schools, community colleges, and other recruiting activities.

10/72 to present: Ohio Youth Commission

I started with the Commission as a Community Resource Mobilization Specialist in the then forming Prevention Bureau in the Toledo Regional Office. In this capacity I worked mostly with community and volunteer groups. At this time I also did some basic research on the size and nature of the delinquency problem in Toledo. In May of 1973, I was switched to Education Specialist, in this capacity I worked with school systems to improve their re-entry systems and in-service training methods for teachers. In November of 1973, I was promoted to Deputy Regional Director of Prevention, in this role I head up the Commission's Prevention of Delinquency efforts in the sixteen county Toledo Region.

MISCELLANEOUS EMPLOYMENT:

At various times, to defray expenses, I have worked as a precision assembler for Holly Computer Products; a dishwasher; a milkman; a light and sound workman for a talent agency; a gas pumper; and a a singer in a USO show in the Artic Command.

INTERESTS AND ACTIVITIES

I am interested in music and have been at various times Publicity Chairman, Business Manager, President, Activities Chairman, and Concert Chairman of the U of D Chorus. Past member of the National Association of College Stores. And involved in urban and ecological awareness activities, such as L.I.F.E. (League Involvement for the Environment). This last interest lead to an N.S.F. proposal for the "Recycling of Liquid and Solid Wastes to useable products". Also, I have a continuing interest in the changing values of the counter-culture and in corporate responsibility.

MILITARY SERVICE

Complete. Received erroneous induction discharge (honorable) in July of 1969, after seven weeks in the Army. Present draft status 1-Y.

REFERENCES:

References, or letters of reference, and/or transcripts will be furnished upon request.

VITA

BARBARA CONROY
BOX 502
TABERNASH
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PROFESSIONAL GOAL

Using the technical skills of program planning and evaluation together with the human skills of working with groups and individuals, I seek to help organizations and associations further their goals. In addition to meeting organizational needs, staff development and continuing education opportunities are also prime ways to encourage individual development and to assure individual freedom.

EDUCATIONAL BACKGROUND

Undergraduate degree, cum laude, (B.S., 1956) from South Dakota State University at Brookings. Graduate degree (M.L.S., 1957) from Graduate School of Librarianship, University of Denver. Certificate of Advanced Graduate Study from School of Education, Boston University (1975). Completed all graduate course requirements for Ed.D., 1969-70 (i.e. 50 credits). Supplementary work, some for credit, some non-credit, done at the following institutions: State University of New York, Buffalo; Immaculate Heart (Santa Barbara, Calif.); Catholic University (Washington, D. C.); University of Denver, Colorado State University and University of Colorado.

PROFESSIONAL EXPERIENCE

Consulting: Since January, 1973, have worked solely as free-lance educational consultant assisting state agencies, library schools, professional associations and library systems develop programs for staff development and continuing education. This has included any or all of such typical training and development responsibilities as program planning, conducting training activities and educational evaluation of programs and activities.

Contracts for 1973-1974 have included: National Commission on Libraries and Information Science; Library School, University of Wisconsin, Madison; Gerontology Program, University of Nebraska; Division of Librarianship, Emory University; Center for Research and Education, Denver; College of Library Science, University of Kentucky; Nebraska Library Commission; Leadership Training Institute (FSU); Medical Library Association; Colorado State University Extension Service; Intellectual Freedom Office (ALA); Department of Library Science, Queens College; Southwest Library Association (CELS project).

Contracts for 1969-1973 have included: Western States Conference of Extension Librarians; Colorado Chapter, Special Libraries Association; University of Rhode Island; Community Change, Inc.; National YWCA Board; U.S. Corps of Engineers; Midwest Library Association, Wisconsin Library Association; Springfield (Mass.) College; Hospital Association of New York State and state libraries of Kansas, Indiana, California, Maine, Connecticut, Pennsylvania. Most of these included designing and producing continuing education institutes, seminars and workshops.

PROFESSIONAL EXPERIENCE (CONTINUED)

Major Projects: Each of these projects was involved establishing and developing an adult education delivery system for librarians.

Director of the Outreach Leadership Network. This project conducted a series of institutes in the New England states to develop action programs of public library outreach and to develop leadership skills in New England librarians. It aimed at building a communications and decision-making network which could then be used to improve library service capabilities of New England public libraries. Program was federally funded (U. S. Office of Education) and conducted through the New England Center for Continuing Education, University of New Hampshire, Durham, from July, 1971 to December, 1972. Director was responsible for administration, coordination, public relations and training activities throughout the project.

Director of the Washington Seminar: a Library Career Development Institute. This nine-month project included a four-month program of continuing professional education for middle-management librarians. It was conducted at Catholic University Library School, Washington, D. C. from September, 1970 through June, 1971. Director was responsible for administration of the project, the program planning and design and the coordination of Institute activities and participants.

Coordinator, Educational Development Program for Library Personnel from October, 1968 to June, 1969 for the Western Interstate Commission for Higher Education in Boulder, Colorado. Program was to design coordinated continuing education possibilities for library personnel in thirteen western states in response to the findings of a need assessment process. Coordinator responsibility was that of management and coordination of all project activities and working with a team of three consultants.

Director of the Staff Development Project of the Central Colorado Public Library System (Denver area). Director responsibility was to design and implement and evaluate a system-wide training program on a pilot basis for forty cooperating public libraries in seven counties conducted from February, 1968 to September, 1968.

Librarianship: Department Head, Sociology and Business Department, Denver Public Library from 1964 to 1968. Responsible for administration, planning and organization in a department of 20 people. Head of the Business Division from 1961 to 1964 and responsible for division activities, reference work and community contacts.

Librarian, Documents Division, University of California at Berkeley from 1957 to 1961. Responsible for the United States government document depository collection.

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

Primary professional interests and association involvements have included legislation, interlibrary cooperation, organizational structure, staff development and continuing education efforts.

Member: Adult Education Association, American Library Association, American Society for Training and Development, Colorado Association for Continuing Adult Education, Mountain Plains Adult Education Association and various state and regional library associations.

Offices:

American Library Ass'n:	ALA Council (1974-1977)
	Staff Development Cttee, LAD/PAS (1970-1974)
Colorado Library Ass'n:	Chairman, Intellectual Freedom Cttee (1966-1968)
	Chairman, Legislative Cttee (1966-1967)
Special Libraries Ass'n:	President (1966-1967)
	Vice-President (1965-1966)
	Secretary (1963-1965)

Services: Field reader and reviewer for U.S. Office of Education, Washington. Program Advisor, Campus Free College of Boston, Ma.

COMMUNITY EXPERIENCE

Involved from 1963 to 1969 in the activities of the Adult Education Council of Metropolitan Denver, specifically with the human relations and group development training programs, serving on administrative and training staffs. That period included a two-year position as Co-Chairman of the Rocky Mountain Workshops for Group Development and thus responsible for design and production of human relations workshops for various community groups, service agencies and businesses.

Returning to Colorado in January, 1973, community efforts resumed with Grand County as a base. Activities have ranged from writing byline feature articles and a political commentary column in weekly county newspapers to helping organize the Fraser Valley Chamber of Commerce and Involve, a clearinghouse for volunteers in east Grand County. Currently serving on the Board of Directors for the Fraser Valley Chamber of Commerce and for the Tabernash Community Corporation.

PERSONAL DATA

Excellent mental and physical health. Age 40, born May 16, 1934. Social Security number: 504-28-6206. Divorced (1961), no dependents.

Able to accommodate a series of activities leading to a given goal or single, short-term projects or consultation contracts. Free to travel and to temporarily relocate but prefer the Rocky Mountain area for permanent location.

References relevant to specific interests will be supplied on request.

"Access to Information," RQ. Vol.12, no.4. Summer, 1973.

A Descriptive and Evaluative Report of the Washington Seminar: Library Career Development Institute. Washington, D.C., Catholic University of America, July, 1971.

Leadership for Change: A Report of the Outreach Leadership Network. Durham, New Hampshire, New England Center for Continuing Education, 1972.

"Outreach Leadership Network for New England Librarians," Media Manpower for Schools and Libraries. Vol.3, no.3. Dec 1971.

Staff Development and Training in Special Programs for Library Personnel: Guidelines and Criteria. Produced at LAD Clearinghouse on Library and Information Sciences. Boulder, Co., Western Interstate Commission on Higher Education, 1974.

Written in collaboration with others:

"Guidelines to the Development of Human Resources in Libraries: Rationale, Policies, Programs and Recommendations," by the Guidelines Subcommittee of the Staff Development Committee, LAD/PAS, American Library Association. In Library Trends. Vol.20, no.1. July, 1971.

"Outreach Librarianship -- Is It For You? with Lawrence Allen. Wisconsin Library Bulletin. Vol.68, no.6. November-December, 1972.

Outreach Librarianship. Outreach Leadership Network. Durham, New Hampshire, New England Center for Continuing Education, 1972. (brochure)

Report of the WICHE Educational Development Program for Library Personnel with Robert E. Lee, Lawrence Allen, Peter Hiatt. Boulder, Co., WICHE, 1969.

"Social Interaction Skills," with Lawrence Allen. Library Trends. Vol.20, no.1. July, 1971.

And...

Represented in various state and regional library journals such as NELA Newsletter and state association journals such as Maine, New Hampshire and Rhode Island.

Organized a column of non-library literature references on staff development topics as a service to librarians. Done with other members of the Staff Development Committee, LAD/PAS of the American Library Association, the column has appeared in American Libraries, Special Libraries and the Newsletter of the Office of Library Personnel Resources.(ALA).

Angelo Wallace , Assistant Professor, 1970, Tenured
Born: August 7, 1937, Rome, Italy

Ph.D. (Higher Education), University of Toledo, 1977

M.A.L.S. (Library Science), University of Michigan, 1968

M.A. (History) University of Toledo, 1966

B.E. (History and English), University of Toledo, 1963

Specializations: Classification and cataloging of print and non-print materials, evaluation and selection of materials, urban information sources, government publications, literature of science and technology.

Community Involvement: Member, Friends of the Library, Toledo-Lucas County Public Library.

Research Activities: "The emergence of the academic librarian: some early educational indicators." In preparation for publication in Library Science Quarterly.

"Unionization of Junior College Libraries; A Review." In preparation for publication in Community and Junior College Journal.

Translation of Studi Sulla Prospettiva Medievale, a treatise on medieval theories and studies in the field optics. In preparation for publication with author, Graziella Federica Vescovini, of the faculty of University of Turin, Itlay.

Competency Evaluation and expectations of the public comprehensive community college librarian; a national survey of chief instructional officers. Ph.D. Dissertation. 1977.

Professional Activities:

Member, American Library Association, Ohio Library Association, Alliance for Information and Referral Services, and American Federation of Teachers

Publications:

"The Cochran Collection" Northwest Ohio Quarterly. Summer, 1972

"Development and joint use of core collections and distribution in school media centers." Ohio Association of School Librarians Bulletin. May, 1972

"The Negley Dakin Cochran Collection, 1863-1941." The Library of Congress. The National Union Catalog of Manuscript Collection, 1967

Two privately printed books in the field of automotive technology (1976 and 1977 copyrights).

Work Experience : 1968-70 Head Branch Librarian, Kent and Lagrange-Central Branches of Toledo-Lucas County Public Library

1965-66 Teaching Graduate Assistant, Department of History, University of Toledo

1963-65 Teacher, Hawthorne Junior High School, Lorain, Ohio

Institutional Activities: Departmental, other than teaching: Curriculum revision, Outside recruiting; Public relations; Supervisiing volunteers and interns; Departmental newsletter

Honors: Phi Alpha Theta (National History Honorary)

Miles W. Martin

Chairman and Professor
Department of Library and Information Services
University of Toledo
Toledo, Ohio 43606

Telephone: (419) 537-2803 Office
(419) 536-3038 Home

April 13, 1978

Ph.D., Case-Western Reserve University, 1964, Behavioral Science.

M.A., Ohio State University, 1959, Philosophy

B.A., Bowdoin College, 1948, Philosophy and Economics.

Employment History

9/71 to present	Professor and Chairman, Department of Library and Information Services, University of Toledo
9/68 to 6/71	Associate Professor, Syracuse University, School of Information Studies
9/66 to 8/68	Assistant Professor, Department of Communication, Michigan State University.
7/64 to 8/66	Assistant Professor, Department of Operations Research and Senior Researcher, Management Science Center, Wharton School of Business and Finance, University of Pennsylvania.
8/59 to 6/64	Research Associate, Operations Research Group, Case Institute of Technology.
9/58 to 8/59	University Fellow, Graduate School, Ohio State University.
3/56 to 6/58	Teaching Assistant, Department of Philosophy, Ohio State University
5/48 to 3/56	Submarine Service, United States Navy.

Publications

"Education for Information and Referral", a chapter in the book, 'Information and Referral in the Public Library', edited by Clara Jones, Gaylord Press, Syracuse, N. Y., 1977.

"Formal Education for Community Information Work", Drexel Library Quarterly, Volume 12, Nos. 1 & 2, January-April, 1976.

"The Community Information Specialist Program", Progress in Urban Librarianship, Library Science Studies, No. 4, February, 1974.

"Measuring the Quality of Library Service: A Handbook:, Miles Martin, and others, Scarecrow Press, Inc., Metuchen, New Jersey, 1974.

"The Community Information Specialist at the University of Toledo", Reference Quarterly, Volume 12, No. 4, Summer, 1973.

"A Possible Way of Organizing Research on Receiver Behavior", Proceedings of the National Society for the Study of Communication, Boulder, Colorado, August, 1967.

"Some Recent Research in Human Communication Theory", Proceedings of the 50th National American Marketing Association Meetings, ed. by Earl Johnson, Chicago, American Marketing Association, September, 1965.

"Towards a Formal Theory of Transactions and Transvections", (Co-author Wroe Alderson), Journal of Marketing Research, May, 1965.

"Some Effects of Communication on Groups Behavior in 'Prisoners Dilemma'", Ph.D. Thesis, Case Institute of Technology, 1964.

"Scientific Communication", a chapter in the book 'Operations Research in Research and Development', edited by Burton V. Dean, John Wiley, New York, June, 1964.

"The Dissemination and Use of Scientific Information", (Co-author Russell L. Ackoff), Management Science, January, 1963.

"The Use of Random Alarm Devices in Studying Scientists' Reading Behavior", IRE Transactions on Engineering Management, June, 1962.

"The Logical Structure of Spinoza's Ethics", M. A. Thesis, Ohio State University, 1957.

Professional Associations

Alliance of Information and Referral Services, Co-chairperson, Standards Committee

Ohio Council of Information and Referral Providers,Co-chairperson, Training Committee

American Library Association, Public Library Association, Information and Referral Committee and the Services to the Disadvantaged Committee

American Association for the Advancement of Science

American Society for Public Administration

Personal

Born on January 16, 1929 in Brooklyn, New York.

Married to Dr. M. Kathryne Jacobs, a clinical psychologist specializing in child development.

Three children.

Home Address: 1919 West Woodruff Street
Toledo, Ohio 43607

Appendix B

Proposal Abstract

Department of Library and Information Services
University of Toledo, Toledo, Ohio 43606

IV. Program Narrative

ABSTRACT

Application: University of Toledo
Department of Library and Information Services
2801 West Bancroft Street
Toledo, Ohio 43606

Title: Information and Referral Services Traineeship

Director: Kay McBeth
University of Toledo
(419) 537-2805

Participants: 10 Information Service Workers with Bachelors Degrees

Date: August 1, 1977- November 30, 1979

Date of actual training Jan. 3, 1978 to June 16, 1978

Summary: There is a growing concern for information and referral services in our country; that is those services "that help bring an individual into contact with resources (services, activities, information advice, etc.) that will satisfy his needs." Information and Referral systems are being funded by the Federal Government, state social service departments and area community chests. The problem is that many of these new information providers are not trained in information and therefore the services they provide are neither as effective nor as efficient as they should be.

The Information and Referral Services Traineeship would recruit and train ten people who are working in an I & R capacity in an organization which provides information to its own clients or the community at large as one of its major functions. These people will be trained to find, organize, and disseminate information, not only to clients, but also to other staff and administrators as needed. The Community Information Specialist program is well equipped to do this kind of Traineeship since our graduates are being placed in agencies as information specialists.

This program will run two academic quarters and centers around "community analysis and information seminar." In addition, participants will select other courses for credit to meet their own and their agencies needs, from among our departments regular academic offerings. Three months after the training there will be an on-campus follow-up session to assess the results of the Traineeship.

Appendix D

Press Notices

Sept. 9, 1978

The U. S. Office of Education, a division of HEW, awarded three grants totaling $81,100 to UT's library and information services department. The grants, covering expenses for instruction of students in community information and referral work, are being administered by **Dr. Miles W. Martin,** professor and chairman of library and information services; **Ray McBeth,** assistant professor of library and information services; and **Barbara Conroy,** associate professor of library and information services.

BLADE
8-18-77

$81,100 In U.S. Grants Are Awarded To TU

Federal grants totaling $81,100 have been awarded the University of Toledo for programs in library and information services.

The office of Congressman Thomas Ashley said the grants include $50,000 for a six-month training institute to be conducted on the TU campus for librarians from all over the country during the winter and spring quarters. Credits earned in the institute will be applicable to master's degrees.

Also included are $18,600 for three library training fellowships and $12,500 for a week-long information and referral conference to be held at TU.

19 lines

COPY

FROM: Public Information Office
The University of Toledo
Toledo, Ohio 43606

Kathy Dickman
(419) 537-2675

November 4, 1977

FOR RELEASE UPON RECEIPT

The U.S. Office of Education, a division of Health, Education and Welfare, has awarded three grants to The University of Toledo for its library and information services department. The grants total $81,100.

A grant for $18,600 for a project entitled "Title II B Library Training Fellowships" is being directed by Dr. Miles W. Martin, professor and chairman of library and information services at UT. This grant enables three students to work toward a master's degree in community information work. The students each receive a stipend of $3,000 for one year plus payment of fees.

A grant for $50,000 for a project entitled "Information and Referral Services Traineeship" is being directed by Ray McBeth, UT assistant professor of library and information services. This grant provides a six-month study program for 10 people who are currently doing information and referral work in various organizations throughout the country. Each student receives a $75 stipend per week and payment of fees.

Barbara Conroy, UT associate professor of library and information services, also will conduct a program entitled "Cooperative Approaches to Information and Referral Services." This program is funded by a grant of $12,500. The grant will enable 30 people working in teams to develop cooperative information networks in their home communities. This program will be free of charge, and is scheduled for the week of Jan. 16, 1978.

-30-

Appendix E

Traineeship Faculty Vitae

RESUME

PATRICIA MASON BEATTIE

5021 Talmadge Road
Toledo, Ohio 43623

PHONE: (419)475-6389

EXPERTISE IN - Information Systems for Public Service
Community Relations
Service Delivery System for the Handicapped
Inter-agency Relationships
Teaching, Training Adults
Program Planning, Proposal Writing
Journalism, Public Relations
Community Organizing

CAREER GOAL: To ascend to greater administrative responsibility through demonstration of skills in intra- and inter-organizational communication.

EMPLOYMENT EXPERIENCE:

January, 1978 - Present --Adjunct Instructor, The University of Toledo

Supervisor: Dr. Miles Martin, Chairman, Department of Library and Information Services, Community Information Specialist Program, 2801 West Bancroft Street, Toledo, Ohio 43606; or Mr. Ray McBeth, Director, Information and Referral Traineeship, Community Information Specialist Program, Department of Library and Information Services, the University of Toledo, same address.

Salary: Half-time, $4,500/22 weeks

August, 1977 - Present -- Consultant, Community Methods, Inc. (research, program planning, evaluation design, writing proposals for funding, contract negotiations)

Dr. Miles Martin, President, Community Methods, Inc., 1919 West Woodruff Street, Toledo, Ohio 43607

Fee: $100/day, plus expenses

Worked on project funded by the U.S. Department of Health, Education and Welfare and the U.S. Department of Housing and Urban Development in conjunction with the National Self-Help Center, Washington, D. C., and the National Information Center on Voluntarism, Boulder, Colorado

June, 1977 -- Consultant, National Clearinghouse on Rehabilitation Training Materials, Oklahoma State University, Stillwater, Oklahoma; Mr. Paul Gaines, Director.

Designed proposed National Rehabilitation Information Center and drafted funding proposal (two days).

September - December, 1976--Information and Resource Development Coordinator, Patients' Central Library Service, Toledo Mental Health Center, Toledo, Ohio (graduate student internship).

Supervisor: Ms. Peg Cordner, Director, Patients Library Services, Toledo Mental Health Center, Caller 10002, Toledo, Ohio 43699.

1973 - May, 1978 --Client, Bureau of Services for the Blind, Ohio Rehabilitation Services Commission.

Mr. Robert C. Oberhouse, case manager, Bureau of Services for the Blind, ORSC, 1450 Secor Road, Toledo, Ohio 43606.

1969 - June, 1978 --Licensed foster parent, Cuyahoga County Department of Social Welfare, Lucas County Children Services Board, Ohio Department of Public Welfare.

Mrs. Molly Merritt, foster home placement worker, Children Services Board, 2500 River Road, Maumee, Ohio 43537.

Cared for total of six wards.

January - March, 1975 --Student intern, Public Information Office, The University of Toledo

Mr. Fred Mollenkopf, director of public information, and Mrs. Betsy Morrow, assistant director of public information and director, university news service, The University of Toledo, 2801 West Bancroft Street, Toledo, Ohio 43606

1969 - 1972 --Free lance reporter, columnist and editorial writer, WEST LIFE, suburban weekly newspaper.

Mr. Edwin J. Pivcevitch, editor and publisher, Photo Journal Press, WEST LIFE, P.O. Box 14, Westlake, Ohio 44145. Or Ms. Bernice Gwin Aldridge, director of advertising, (also associated in work for the Chronicle-Telegram, Elyria, Ohio, 1953-61).

1965 - 1966 --Teacher of English as a second language, Turk-American Association, Izmir, also Ankara, Turkey.

1964 --Administrative assistant, Peace Corps/Nepal, Kathmandu, Nepal

1961 - 1953 --Secretary, U.S./A.I.D. (Agency for International Development), Kathmandu, Nepal. Industry and Mining Division, Communication Media Division.

1953 - 1961 --Newspaper reporter, columnist, general assignment, business-labor-industry editor, political writer; THE CHRONICLE-TELEGRAM, daily newspaper, Lorain County Printing and Publishing Company, 225 East Avenue, Elyria, Ohio 44035.

RELATED VOLUNTEER ACTIVITIES

September 21, 1977	--Workshop speaker, "The Resource File--Key to Services for the Elderly: An Overview," Information Services for the Elderly, 10-county personnel, Area Office on Aging, Toledo, Ohio
May 10, 1977	--Closing speaker, Workshop for community-based mental health workers from 16 counties, Toledo Mental Health Center, Information and Resource Center.
October, 1977	--Twin seminars on innovative projects in mental institutions: "Implementing a Patients' Information and Resource Center," Ohio Activities Therapy Association, annual conference, Columbus, Ohio.
November, 1976 - Present	--President and co-founder, Resource Information People of Toledo, local professional organization.
March, 1975 - Present	--Trustee, Toledo Community Housing Resources Board, operators of Fair Housing Center and Landlord-Tenant Legal Services, also member Public Education, Planning and Public Affairs Committees.
April, 1976 - Present	--Member, Operating Board, Information and Referral Center, United Way of Greater Toledo; currently vice-president and member, program planning committee.
1969 - Present	--Volunteer Girl Scout Adult, troop committee, camping chairman, day camp counselor, troop leader, 1978-79.
March, 1978 - Present	--Member, Citizens Advisory Committee, Lions' Eye Bank of Northwest Ohio.
June, 1978 - Present	--Member, advisory board, Toledo Area Radio Reading Service.
November, 1977 - Present	--Co-chairperson, Housing Committee, League of Women Voters of Toledo-Lucas County.
January, 1978 - Present	--Member, Housing Opportunities Committee and the Greater Toledo Housing Coalition.
1976 - Present	--Co-chairperson, Commission on Missions, local church
	--Also have served on boards of YWCA of Elyria, Ohio, Junior Achievement and Board for Mentally Retarded Children in Lorain County; positions of leadership in other religious and fraternal organizations. Community service and public relations in Elyria, Ohio, Rocky River, Ohio, Nepal, Turkey, Spain and the U.S. Virgin Islands.

4 - RESUME - Patricia Mason Beattie

EDUCATION:

Master of Arts in Library and Information Services, candidate, Summer, 1978 (thesis pending) The University of Toledo

Bachelor of Arts in Journalism - Public Relations, 1975, The University of Toledo

Also attended: Baldwin-Wallace College, 1956-61 (Political Science); Kent State University, 1964, 1967 (Sociology), College of the Virgin Islands, 1964; Cleveland State University, 1973 (Mass Communication)

CURRICULUM VITA - Master's Degree:

Pro Seminar in Community Information
Information Sources I, II
Social Environments of Information Systems
Planning and Evaluation (with "grantsmanship")
Automation of Information Systems
Government and Public Documents (audit)
Information and Referral Systems Design
Administration of Information Systems (audit, Concentration: Title XX)
Action Research
Current Issues in Information Services
Field Work (paid internship at Toledo Mental Health Center)
Independent Study (Information in Support of Services for the Handicapped)
Law and the Handicapped (College of Law)
Master's Thesis ("Designing and Implementing Information Systems for Public Service")

PROFESSIONAL AFFILIATIONS:

President and co-founder, Resource Information People of Toledo
Member, Ohio Council of Information and Referral Providers; Training Committee
Member, Alliance of Information and Referral Services; attended national conference, 1977
Sigma Delta Chi, Professional Society of Journalists
National Conference on Social Welfare

REFERENCES:

Miles M. Martin, Ph.d., chairman, Department of Library and Information Services, Community Information Specialist Program, c/o Department of Communications, Libbey Hall, The University of Toledo, 2801 West Bancroft Street, Toledo. Ohio 43606. (also president, Community Methods, Inc., 1919 West Woodruff Street, Toledo, Ohio 43607)

Mr. Stephen Hensen, director of activities therapy, Toledo Mental Health Center, Caller 10002, Toledo, Ohio 43699 (or Ms. Peg Cordner, Director of Patients Library Services, same address)

Ms. Molly Merritt, foster home worker, Lucas County Children's Services Board, 2500 River Road, Maumee, Ohio 43537

Mr. Edwin J. Pivcevitch, editor and publisher, WEST LIFE, P. O. Box 14, Westlake, Ohio 44145 (or Ms. Bernice Gwin Aldridge, director of advertising, same address)

6/78

SHARON G. STEIN
2353 Drummond Road
Toledo, Ohio 43606
(419) 531-7653

EXPERTISE IN - Information Systems for Public Service
Teaching, Training Adults
Automated Information Systems
Proposal Writing, Program Planning
Information Dissemination
Information and Referral Systems Design
Recruitment

EMPLOYMENT EXPERIENCE -

September, 1974 - present (1977 on leave)-- Adjunct Assistant Professor, The University of Toledo; Community Information Specialist Program, The Department of Library and Information Services.
Assigned Courses-- Community Information Needs; Current Issues Seminar; Information Transfer; Organization of Information; Automation for Information Systems; Administration of Information Services; Social Environments of Information Systems

May, 1978 - present--Consultant, Community Methods, Inc., Toledo, Ohio
Responsibilities--Research, program planning, evaluation design, proposal development for funding

1972-1974 -- Information Analyst/ Catalog Librarian, Owens-Illinois, Inc. Technical Information Center, Toledo, Ohio

1970-1971 -- Field Representative/Investigator, Ohio Civil Rights Commission, Northwest Regional Office, Toledo, Ohio

1969-1970 -- Publicity Director, Development Corporation for Israel, Cleveland, Ohio

COMMUNITY EXPERIENCE -

1978--(To begin in September) Toledo Board of Jewish Education, Board member

1977--present -- Information and Referral Center, United Central Services, Toledo, Ohio; Board member, and Program Planning Committee Member

1976 -- Planned Parenthood League of Toledo; Member of Steering Committee for community wide educational conference held in October, 1976

1975 -- Women's Center for Occupational Development, Toledo, Ohio; Advisory Board Member

1974-1975 -- Toledo YWCA, Women's Resource Center; Center Taskforce member

1972-1973 -- Hudson River Sloop Restoration, Inc., New York, New York; Crew member, environmental sloop, "Clearwater"

HONORS -

1978 --Community Awards bestowed for work done to resettle Soviet immigrants in Toledo as well as publishing bulletin for Toledo Board of Jewish Education

1975 -- Elected Vice President, Toledo Chapter, National Organization for Women

1971 -- Appointed Graduate Assistant, University of Toledo, Department of Library Science

2 - RESUME - SHARON G. STEIN

CIVIC MEMBERSHIP -

1978-present -- Old Orchard Child Care Cooperative, Toledo, Ohio

1977- present-- Smithsonian Institution, Washington, D. C.

1973- present-- Toledo Museum of Art

1972-1973 -- Hudson River Sloop Restoration, Inc., New York

PROFESSIONAL MEMBERSHIP -

1976-present -- American Library Association

1976-present -- Women in Libraries

1972-1974 -- Special Libraries Association

EDUCATION -

University of Toledo, Toledo, Ohio 1976-
In doctoral program, College of Education, Department of Guidance and Counseling

University of Toledo, Toledo, Ohio 1971-1972
M.A.L.S., Department of Library Science

The Ohio State University, Columbus, Ohio 1964-1968
B.A., Department of Speech, major: Radio/Television

Shaker Heights Public Schools, Shaker Heights, Ohio 1950-1963
(K-12) Academic diploma, 1963

Appendix F

Application Materials

The University of Toledo

2801 W. Bancroft Street
Toledo, Ohio 43606

College of Arts and Sciences
Community Information
Specialist Program
(419) 537-2803

Dear

Thank you for your interest in the Information and Referral Services Traineeship. I have enclosed some further information on the Department of Library and Information Services from which you will be selecting your course of study. I have also enclosed a list and description of courses that will be available to you, and the schedule of departmental course offerings for winter and spring quarters.

If you wish to apply for the Traineeship, please:

- --complete the Application for Admission to the Graduate School.
- --complete the Information and Referral Services Traineeship Application for Admission Appendix;
- --return the application, appendix, and transcripts to me;
- --have three letters of recommendation sent to me.

Do not:

- --send any money with your application, since this will be paid by us for participats.
- --return the application to the Graduate School;
- --be concerned with GRE test scores at this point.

Please send the materials to:

Ray McBeth
Information and Referral Services Traineeship
University of Toledo
Toledo, Ohio 43606

by December 5, 1977.

Thank you again for your interest in this program. If you have any questions, feel free to contact me at your convenience.

Sincerely,

Ray McBeth
Traineeship Director

RM:dj
enclosures

INFORMATION AND REFERRAL SERVICES TRAINEESHIP
APPLICATION FOR ADMISSION
APPENDIX

Please state the reasons why you think that you should be a participant in the Information and Referral Services Traineeship. Include the benefits that you see for yourself, your agency, and your clients. (This appendix is very important since it is one of the primary sources of information that we will use in the final selection of participants.

M 90-GS 7 75

PLICATION FOR ADMISSION
THE GRADUATE SCHOOL

E UNIVERSITY OF TOLEDO

APPLICATION FOR:
☐ ADMISSION TO GRADUATE SCHOOL ☐ FELLOWSHIP ☐ BOARD OF TRUSTEES' SCHOLARSHIP ☐ ASSISTANTSHIP OR IN TERNSHIP IN THE DEPARTMENT OF

QUARTER
☐ FALL ☐ WINTER ☐ SPRING ☐ SUMMER I ☐ SUMMER II

me (Last)	First	Middle	(Maiden)	Date
me Address Number	Street	City	State Zip Code	Telephone
iling Address (If Different) Number	Street	City	State Zip Code	Telephone
or Legal sidence City	County	State	How Long Have You Lived There? Years	Months

IS INFORMATION IS REQUIRED SO THAT THE UNIVERSITY CAN IMPLEMENT ITS EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION PROGRAMS

ACE (1 CAUCASIAN 2 BLACK (AMER NEGRO) 3 ORIENTAL (AMER ORIENTAL) 4 AMER INDIAN 5 MEX AMER 6 OTHER

X ☐ MALE ☐ FEMALE

Date of Birth Month Day Year	Place of Birth State or Country	Country of Citizenship

a citizen of another country, currently living in e United States, what type of visa do you have?

Social Security Number

RADUATE OBJECTIVES AND EDUCATION

List in chronological order all High Schools and Colleges attended, most recent first, including Evening and Extension Work. Three copies of Transcripts of all College academic work must be submitted, one of which must be official.

Name of Institution	City	State	Attendance Dates (Month and Year)	Date	Graduation Degree	Major
			From To			
			From To			
			From To			
			From To			
			From To			

cademic Honors, Distinctions, Scholarships, etc., which you have earned or raduate Assistantships held

tles or names of any of your publications (research or creations)

DO YOU HOLD A TEACHING CERTIFICATE? ☐ YES ☐ NO
IF YES, WHAT KIND OF CERTIFICATE?
☐ CADET ☐ TEMPORARY ☐ RETRACTING
☐ PROVISIONAL ☐ PROFESSIONAL ☐ PERMANENT

PPLYING TO: College of e instructions
☐ ARTS AND SCIENCES
☐ BUSINESS ADMINISTRATION
☐ EDUCATION
☐ ENGINEERING
☐ PHARMACY

Department of (see instructions)

Toward which degree are you planning to study?
☐ Master's ☐ Ph.D. ☐ Educational Specialist
☐ J.D. ☐ Non-degree

ave you previously applied for dmission to the Graduate School? ☐ Yes ☐ No If yes, when Month Year

Have you previously attended The University of Toledo? ☐ Yes ☐ No Date(s) of last attendance Month Year

re you currently enrolled in a ourse at The University of Toledo? ☐ Yes ☐ No

Indicate Grade Point Average on 4 Point System: Graduate ____ Undergraduate ____

required. See instructions.) RE or GMAT will be taken

Day Month Year	WAT	Day Month Year	TOEFL	Day Month Year	Score	Day Month Year

MPLOYMENT

State in chronological order per full time employment, including military service since earning a Bachelor's Degree.

Dates	Employer	City	State	Nature of Position
om To				
om To				
om To				
om To				

EFERENCES

Ask 3 persons to send recommendations to the Graduate School. List the names of the three references here. Academic references are preferred, if available.

Name	Title	Address

HE ENCLOSED $20 APPLICATION FEE PAID BY ☐ CHECK ☐ MONEY ORDER
THIS FEE IS NON-REFUNDABLE

I certify that all the information I have given in the application is true to the best of my knowledge, and if admitted, I agree to observe all the rules and regulations of The University of Toledo.
(Signature of Applicant) (Date)

IMPORTANT: Mail this Application, Transcripts and the Application Fee to The University of Toledo, Toledo, Ohio 43606

Your application will not be processed until you file evidence that you have:
1. A completed application for admission including official transcripts of all college work
2. Application fee
3. Three copies of official transcripts of all college work and degrees granted
4. Three letters of recommendation
5. Required test scores (GRE, WAT or MAT, TOEFL)

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DEAN	DATE
REGISTRAR	

The attached material has been transmitted to you this date.

☐ Application for Admission ☐ Transcript from ☐ GRE Score

☐ Application for Assistantship ☐ Letters of Recommendation ☐ MAT Score

☐ ADMIT as a Regular Graduate Student.

If the student does not meet the minimum grade point and GRE/GMAT/MAT score requirements of the Graduate School please give specific reasons for the above recommendation.

☐ ADMIT as a Provisional Graduate Student **subject to the following conditions:**

☐ DENY admission for the following reasons:

☐ Grade point average too low. ☐ GRE/GMAT/MAT Score too low. ☐ Inadequate preparation in field.

☐ DELAY admission for the following reason:

☐ Recommend classification as U.W.D. (Undergraduate with degree) Reason:

☐ ADMIT as a non-degree student (check one) ☐ Regular ☐ Provisional

ADVISER'S NAME	DEAN	DATE

STATEMENT OF PURPOSE (A brief statement of areas of interest, future goals, etc.)

PLEASE RETURN TO THIS OFFICE AT ONCE.

COMMUNITY INFORMATION SPECIALIST PROGRAM
DEPARTMENT OF LIBRARY AND INFORMATION SERVICES
THE UNIVERSITY OF TOLEDO
Toledo, Ohio 43606

CURRENT COURSE OFFERINGS

Presented are updates of course descriptions of the CIS program, supplementing the now obsolete listings in the Bulletin of the Graduate School of the University of Toledo. All courses are for three hours of credit unless otherwise noted. Any prerequisites are cited in individual course descriptions.

COURSE NUMBER AND TITLE	COURSE DESCRIPTION/OUTLINE/TEXT
501 Pro-Seminar in Community Information Work	A required introductory course identifying problems in community information work, investigating solutions to those problems, and exploring student interests. Individual topics, including reading and speakers, vary with each class.
502 Information Selection	A basic course in selecting and acquiring information in different forms, such as books, journals, microforms, and government documents, especially with regard to local information; includes discussion of barriers such as high price, technical language, restricted access, and laws such as the Privacy Act of 1974 and the Freedom of Information Act of 1967 and amended in 1974. 1. Personal Selection; 2. Selection aids and criteria; 3. Documents; problems by form; 4. Problems by type; 5. Local publishing; 6. Censorship; 7. Freedom of information versus privacy; 8. Economic barriers. No required text.
503 Information Sources I	A basic course in how to find information in "reference books," other print and non-print sources, both published and unpublished, and people; reference interviewing. 1. Trade bibliography. 2. Serials, 3. Documents. 4. Almanacs, Handbooks, Manuals, 5. Encyclopedias. 6. Bibliographical sources, 7. Geographical sources. 8. Non-reference sources. 9. Media sources. 10. People and associations. Text: Basic Information Sources, Katz. 1974; Reference Books: A Brief Guide, Barton, 1970.
510 Social Environment of Information Systems	A basic course in major principles of human communication, organization theory and group dynamics, and their application to community information work. Open to undergraduates as 182:410. 1. Human Communication (people, messages, environments); 2. Interpersonal communication; 3. Small group communication; 4. Organizational communication; 5. The community as a communication network.
520 Assessing Community Information Needs	A six hour basic field course in the information needs of a particular type of community organization and methods of satisfying these needs. Criteria for judging information environments, writing job descriptions for volunteer work, writing field reports, diaries, etc. 6 units. Students in the course volunteer for 120 hours of work on a specific information problem in a community agency. Eight to ten class meetings precede and follow the six week volunteer experience. No required text.

530 Planning and Evaluation — The study of systematic approaches to the planning and evaluation of information systems. (Systems analysis, CIPP, and other analytic techniques). Theory and practical application. 1. Planning; definitions, functions, controversial issues; 2. Evaluation research and assessing program effectiveness; 3. Systems analysis. Text: Evaluation Research, Weiss. 1972.

601 Automation for Information Systems — Computer systems analysis and programming; emphasizes computer-based reference systems and their use by government and social service agencies, and by libraries. 1. Elements of the computer; 2. Program language; 3. Networks; 4. On-line searching (using ERIC as a model); 5. Cost benefits; 6. Privacy and data banks. Text: BASIC, Albrecht et. al. 1972. Computer Based Reference Systems, Mathies et. al. 1973.

602 Organization of Information — A basic course in the organization of information for storage and retrieval, in all formats. Theory, and practice with different systems (Dewey Decimal, Library of Congress, others) with special attention to unique files.

603 Government and Public Documents — Survey of government and public service agency documents at Federal, state and local levels. Includes all types of documents from all types of agencies. Open to undergraduates as 182:403. 1. Government information characteristics; 2. Management of documents collections; 3. Bibliographic control; 4. Congressional information sources, legislative histories; 5. Constitution, administrative law, judicial systems; 6. Presidency; 7. Federal agencies; 8. Sponsored research; 9. State and local. 10. UN and Foreign documents. Text: Introduction to United States Public Documents, Morehead. 1975.

604 Information Sources II — An advance, problem oriented synthesis of major information sources; how to become knowledgeable quickly in any area. Non-standard sources of information. Prerequisite: 503 or consent of instructor. 1. Searching for subject information; 2. Informal and transitory sources, 3. Fugitive literature, sources, information; 4. Techniques of searching. Text: An Annotated Interdisciplinary Guide to Sources of Information in the Social Sciences with Special Emphasis on Urban Studies, Mills. 1974. How to Get Things Done in the City, Kuhn, 1969.

605 Information and Referral Systems — A survey of major I & R systems, their characteristics, problems, and possibilities; techniques of classifying, storing, and updating directory information; how to obtain alternative funds. 1. Design of I & R systems; 2. Operation of flexible systems; 3. Forming objectives; 4. User characteristics; 5. System restrictions; 6. Funding; 7. Information characteristics; 8. Data collection, storage, classification, updating; 9. User problem; 10. Advocacy; 11. Evaluating effectiveness. Text: National Standards for I & R Services, Alliance for Information and Referral Systems. 1974. I & R Program Configuration: A Guide for Statewide Planning, Administration on Aging. 1975.

610 Administration of Information Service — A survey of major principles and practices of administration, including management theory, techniques, functions, and processes as they relate to the administration of informational and other social service agencies. 1. Management theory; 2. Decision-making processes; 3. Techniques (MBO, PERT, PPBS, etc.); 4. Coordination and control; 5. Leadership; 6. Organizational design and structure; 7. Personal procedures and policies; 8. Morale and motivation; 9. Organizational behavior. Text: to be selected.

620 Action Research — Concepts of Action Research compared with pure and applied research; skill development in flow charting, weighting objectives, defining problems, developing instruments, collecting data, drawing conclusions, and evaluating the process. Students will help develop a plan employing AR to solve a problem. 1. Rationale for Action Research; 2. The environment; 3. Techniques for action; 4. Field experience in using Action Research.

630 Field Work - Internship — Required work experience for one quarter in a full time, usually paid, internship, in which the student functions as a Community Information Specialist under close faculty guidance. Students are encouraged to help develop their own work site, job descriptions, evaluation procedures, and recording methods. This experience commonly forms the basis for the thesis. 12 units. Text: non-required. No classroom work.

640 Current Issues in Information Services — A required companion course to the Field Work - Internship in which a current problem in information services is identified and discussed. Content, outline, and readings vary with individual instructor and student interests.

650 Individual Study — Provides students with an opportunity to carry out independent study on professional information service problems under the direction of an instructor, whose agreement must be secured before the quarter begins.

660 Master's Thesis — Usually a report to the department, future students, and the agency of the internship experiences, which analyzes problems and offers observations. Normally the last "course" taken. 7 - 15 hours.

10/14/77:400

DEPARTMENT OF LIBRARY AND INFORMATION SERVICES
Information and Referral Services Traineeship

For this traineeship, the department has adopted a flexible curriculum in which the student is able to select (from among our departmental offerings and, if need be, courses from other departments) that mix of courses which best meet his/her individual needs. The only required course is the Community Analysis and Information Seminar which provides a forum in which students and faculty meet and discuss issues of common concern (required both quarters).

The courses that will be available to you are:

182-502 Information Selection for Community Service

182-503 Information Sources I

182-510 Social Environments of Information Systems

182-530 Planning and Evaluation

182-599 Community Analysis and Information Seminar

182-601 Automation for Information Systems

182-602 Organization of Information

182-603 Government and Public Documents

[illegible] Information Sources II

[illegible] Information and Referral Systems Designs

182-610 Administration of Information Services

182-620 Methods of Action Research

182-650 Individual Study

Department of Library and Information Services
Community Information Specialist Program
University of Toledo

COURSE SCHEDULE

Winter quarter, 1978

Time	Monday	Tuesday	Wednesday	Thursday	Friday	TBA	Changes
9:00 to 12:00	Info. Selec. (502) Angelo Wallace	Admin of Info. (610) Ray McBeth	Dept. Meetings	Info. and Ref. (605) Miles Martin	Comm. Needs (520) Barbara Conroy Ray McBeth	Master's Thesis (660) Staff Field Work (630) Staff	
1:00 to 4:00	Com. Needs (520) B. Conroy-R. McBeth / Traineeship seminar (599) S. Stein	Auto. of Info. (601) Sharon Stein	Govt. & Pub. Docs (603) Angelo Wallace	Info. Socs. I (503) Barbara Conroy	Org. of Info. (602) Sharon Stein	Individual Study (650) Staff	
4:15 to 7:00	Pro. Sem. (501) R. McBeth / Urban Info. Socs. (303) M. Martin	Current Issues (640) Barbara Conroy		Info. Soc. II (604) Angelo Wallace			

10/6/77:100

Department of Library and Information Services
Community Information Specialist Program
University of Toledo

TENTATIVE
COURSE SCHEDULE

Spring quarter, 1978

Time	Monday	Tuesday	Wednesday	Thursday	Friday	TBA	Changes
9:00 to 12:00	Univ. as Info. Environment (101) Ray McBeth	Planning and Evaluation (530) Barbara Conroy	Department Meetings	Info. Socs. II (604) Barbara Conroy	Action Research (620) Miles Martin	Master's Thesis (660) Staff	
1:00 to 4:00	Traineeship Sem. (599) Sharon Stein / Comm. Needs (520) Angelo Wallace	Admin of Info. (610) Ray McBeth	Info. Socs. I (503) Barbara Conroy	Soc. Environmts. (510) Ray McBeth	Pro. Sem. (501) Sharon Stein / Comm. Needs (520) Angelo Wallace	Individual Study (650) Staff	
[illegible]		Auto of Info. (601) Miles Martin	Info. Selec. (502) Angelo Wallace	Current Issues (640) Sharon Stein		Field Work (630) Staff	

10/7/77:100

Appendix G

Letter of Acceptance

The University of Toledo

2801 W. Bancroft Street
Toledo, Ohio 43606

College of Arts and Sciences
Community Information
Specialist Program
(419) 537-2803
December 20, 1977

Dear

Thank you for your continuing interest in the Information and Referral Services Traineeship. This is to inform you, formally, that you have been selected to participate in the Traineeship. Your application is also being processed by the Graduate School, and you can expect to receive additional information from them in the near future.

As you know, the Traineeship is full-time. You will be expected to take the Community Analysis and Information Seminar each quarter and also at least three other courses each quarter. I am enclosing another copy of the general information on our courses so that you can begin thinking about the mix of courses that will best meet your specific needs. During the orientation session we will give you more comprehensive information on the courses, and work with you on the course selection process.

The first meeting on the Traineeship orientation will be on Wednesday, January 4, 1978 from 9:00 a.m. until 4:00 p.m. in University Hall, Room 309. At this session we (Traineeship and department faculty) will give you and our other incoming students some background on our program, the University, and our goals for you. The second session will be on Thursday, January 5, also from 9:00 a.m. to 4:00 p.m. In this session we will give you more specific information on the courses available to you. We will also help you make your course selections and begin to look at your own goals for the Traineeship as well as assess what other experiences you may want in the Traineeship. Friday, January 6th, you will register; in addition we will want each of you to meet that day with our evaluator, Dorothy Anderson, for an initial interview. Although the orientation does not start until Wednesday. I would encourage each of you to come into town by at least Tuesday, January 3rd so that you can get somewhat settled before the Traineeship begins. Classes for the Traineedhip will begin Monday, January 9th.

I am sorry to inform you that there is no on-campus housing available for winter quarter, but if you need any assistance in locating housing in Toledo, please contact our department (537-2803) and ask for Maggie. She will have materials that will help you in your search. A one bedroom apartment in Toledo costs about $160/month.

I' for some reason you can no longer be a participant, or if you have any further questions, please contact me as soon as possible. If not, I'm looking forward to seeing you on January 4th.

S ncerely,

R.y McBeth
Traineeship Director

P.S. I have enclosed some general information on Toledo and the University so that you can find your way here.

Appendix H

Announcements of Seminars

The University of Toledo

2801 W. Bancroft Street
Toledo, Ohio 43606

College of Arts and Sciences
Community Information
Specialist Program
(419) 537-2803

You are cordially invited to attend a three-hour seminar:

"I & R Today and Tomorrow:
Funding and Service Delivery"

Tuesday, April 25, 1978, 2 - 5 p. m.

309 University Hall

Panelists:

Eva Nash - Chairperson, Federal Inter-Governmental Task Force on Information and Referral; Director, Clearinghouse on Aging, U. S. Department of Health, Education and Welfare

Vernell Watts - Chairperson, Standards Committee, Ohio Council of Information and Referral Providers; Program Specialist, Adult Services, Division of Social Services, Ohio Department of Public Welfare

Miles Martin - Co-chairperson, National Standards Committee, Alliance of Information and Referral Services; Chairperson, I & R Standards Sub-committee, American Library Association; Chairman, Department of Library and Information Services, The University of Toledo

Sponsored by the Department of Library and Information Services of The University of Toledo under a grant from the U. S. Department of Health, Education and Welfare for the "Information and Referral Traineeship".

GUEST PARKING PERMITS may be obtained from the Visitor Information Booth on Terraceview Drive.

The University of Toledo

2801 W. Bancroft Street
Toledo, Ohio 43606

College of Arts and Sciences
Community Information
Specialist Program
(419) 537-2803

OPEN TO THE PUBLIC!

You are cordially invited to attend a two-hour seminar:

"Human Service Delivery Systems - Perspectives

from Washington D.C., Columbus & Toledo"

Monday, June 5, 1978, 2 - 4 p.m.

309 University Hall

Seminar Participants:

Dr. Aaron Favors, Ph.D. - Chairman, Mayor's Committee on the Employment of the Handicapped; Professor, Department of Communications, College of Arts and Sciences, Howard University; Director of the District of Columbia Regional Resource Center, Washington D.C.

Mr. Alan Burnett - Information and Referral Coordinator, Ohio Commission on Aging, Columbus, Ohio

Ms. Mary Boal - Executive Director, United Health Services, Toledo, Ohio

Sponsored by the Department of Library and Information Services of the University of Toledo under a grant from the U. S. Department of Health, Education and Welfare for the "Information and Referral Traineeship".

GUEST PARKING PERMITS may be obtained from the Visitor Information Booth on Terraceview Drive.

Appendix I

Certificate

The University of Toledo

The Department of Library and Information Services

Awards to

_____

This Certificate of Completion of the
Information and Referral Services Traineeship

June 16, 1978

_____ _____

Director, I & R Services Traineeship President, University of Toledo

Appendix J

Evaluation Materials

Feedback Report #1 - January 1978

Midpoint Evaluation Instrument - April 1978

Final Site Visit Instrument - June 1978

Follow-up Evaluation Instrument - October 1978

- Trainees

- Faculty

FEEDBACK REPORT #1

From: Dorothy Anderson, Evaluator
Re: Orientation Session, Jan. 4-6, 1978

PREPARATION & PRESENTATION

Careful planning for this important first session resulted in an immediate ease and sense of readiness on the part of the Director and Faculty and in an attitude of confidance on the part of the trainees and other beginning students. Information packets, lunch arrangements, course descriptions, etc. all contributed to this atmosphere.

From my point of view, the Director's opening remarks were appropriately informal and were well received by an eager and friendly group. Logistics, financial information, etc. were handled in a manner which showed concern for the immediate problems of new residents and new students.

Historical background of the department and the program was clearly and graphically presented by Miles. The "honesty" implicit in such statements as "We don't know what we'er teaching—— we learn from students.... try not to be defensive" etc. was balanced by the sense of strength and knowledgability imparted in a forthright manner.

A nice tossing back-and-forth of conversation between faculty members helped define the fuzzy distinction between trainees and "regular" or degree students.

Goal statements by Ray and Miles seemed clear enough to me, but after my quick summary of them at the end of day one, some students appeared to have felt they were "vague".

Ray's two points (goals): 1) To have you learn what you want to learn- given what we have to offer; 2) To interact with each other, learn from each other- even learn things you're not interested in. Ray stressed full-time involvement in the program. Miles emphasized the development of values, ethics in information handling, the impact of attitudes on information, and the aquisition of skills and knowledge.

Each faculty member gave a clear and helpful description of their courses and answered questions. Each was relaxed and open enough to let the students get a glimpse of the individual styles and personalities. I was personally impressed by the respectful acknowledgement of differences among the faculty-- and so were the trainees (see, perceptions).

Course discriptions were far more explicit and goal directed than were expected, and I think it gave the students an excellent base for personal division making.

The diad exercise seemed useful in speeding up the socialization process (this was reflected in the alienation of stray people- never introduced- who appeared on day three).

Guidance in selecting courses demonstrated the concern and flexibility of individual faculty members, and revealed a core of structure in the program heretofore only hinted at in the more informal opening day of orientation.

Ray handled the issue of match or gap between what they want and what is offered and discussed seminar options and collective goals.

PARTICIPANTS

The group represents a fascinating range of ages and experience: young feminists, nursing mothers, mature program directors, people with rural and urban interests, practical learners and dreamers- an exciting mix. While heavy on white females, the group is still diverse and members can enrich each other immeasurably. One thing they evidenced early: an eagerness to learn about I & R.

Personal interviews confirmed the initial observation that trainees are eager to begin and excited about the courses. They have a reasonable notion about who to see and where to go with problems.

PERCEPTIONS (gathered through interviews observations & review of "learning statements" requested by the evaluator)

- Seven of the trainees expressed personal and professional goals which, at this point, tie in perfectly with stated program goals and offerings.
- Three trainees had goals which may be best achieved through the seminar process or project activities.
- It seemed to several trainees that faculty style and course projects options did not take into account those students who are NOT self-directed. Three trainees mentioned the bewilderment of options presented: e.g.
    1) Whether or not to participate in Barb's institute
    2) What to do instead (4 ideas were suggested)
    3) What course projects to undertake- in combination with other people or other courses
    4) The limitless (?) options of the seminars.

Specifically, two trainees wanted more definition in the orientation session- felt that it "dragged", "floated" and "wandered"--- "seemed redundant".

One person, however, felt there was too much structure, both in the orientation and in the program itself.

All felt that they would be able to get what they needed in the program as seen from this virgin view.

All felt the Orientation Session answered most of their burning questions about how to get started.

Eight of the ten specifically referred to faculty & Director concern and interest as "rare", "great" and "reassuring".

Faculty perceptions of trainees were equally enthusiastic. Various faculty members said they felt challenged by this bright group of students- wanted to remain flexible and helpful to the extent time permits. Each seemed eager to help provide an environment where no one felt shut out and each could reach his goals. Some felt concern that trainees or degree students would feel alienated. Those who

expect of team-teach seemed eager to do it and unafraid of inevitable personality differences. Two faculty members expressed the hope that trainees with great experience or knowledge would be able to share this with others rather than feeling bored by material already familar to them.

- Two faculty members and 3 trainees were somewhat concerned by the heavy committments of time & energy required by the home agencies during the six month study period.
- Three trainees mentioned being distracted during the first day by the urgent need to find housing. They recommend that in the future students be advised to come a day before Orientation to find lodging and settle in.
- All trainees found the initial encounters with others to be fairly easy and promising of good relationships.
- Some confusion (4 trainees) still exists about trainees and degree students.
- The concept of I & R still needs clarification- as does other "information" jargon. Three students specifically mentioned this.
- Three students noted that libraries and librarians were held in some "mild contempt" in the department, and this was seen as unnecessary (despite the unfortunate history of the library image). They felt the librarians among faculty and trainee have much to offer by way of cross fertilization.
- Generally, the orientation session dissipated doubts and answered most questions.

- Trainees commented: "The program is tailor-made to meet my needs"; "It came at a perfect time in my career"; "I know what I want- and THEY know what they're doing"; "My community needs this desperately".

-AMEN-

1/23/78

UNIVERSITY OF TOLEDO
INFORMATION AND REFERRAL TRAINEESHIP

MIDPOINT EVALUATION
April 3-5, 1978

This form is designed to enable you to rate the I&R Traineeship with a view to improving its effectiveness for you during the second half of the program. Space is provided on the reverse for additional comments.

PROGRESS TOWARD INDIVIDUAL GOALS

No	Yes	
		In light of your original objectives:
☐	☐	Have your goals changed?
		How?_____
		_____
		Why?_____
		_____
		Is the program meeting your needs in terms of:
☐	☐	course content?
☐	☐	instruction?
☐	☐	counseling?
☐	☐	administration?
☐	☐	Have you run into specific obstacles to your progress?
☐	☐	Can we help?
		How?_____
		_____
		_____

PERCEPTIONS OF PROGRAM

No	Yes	
		Generally, do you feel that --
☐	☐	the level of instruction is appropriate to your background and experience?
☐	☐	you have the necessary background and motivation to achieve maximum benefit from this program?
☐	☐	enough time was spent introducing/explaining the broad concept of I&R?
☐	☐	there is a close connection between what your agency expects/ needs and what you are learning?
☐	☐	instructors stimulate your thinking and encourage further study?
☐	☐	study of specific areas not covered in courses is possible through the seminar or individual projects?

What has been the BEST (most significant) aspect of the program so far?

_____

_____

What has been the WORST (least significant or irrelevant) aspects of the program so far?

_____

_____

Additional comments or suggestions:

_____

_____

_____

_____

EVALUATION QUESTIONNAIRE
I&R TRAINEESHIP

Final Site Visit 2/14-16/78

1. Will your participation in the traineeship "make a difference" in terms of:

No	Yes	
/_/	/_/	a. Strengthening of I&R services in your agency or community.
/_/	/_/	b. Your ability to provide and/or administer I&R services.

2. Was the traineeship experience worthwhile for you:

/_/	/_/	a. Professionally (skills development and acquisition).
/_/	/_/	b. Personally (self-confidence, your career options).
/_/	/_/	c. In terms of time and effort expended.

3. In which specific ways was it worthwhile:
(Please rate on a scale of 1 to 5 with 5 being the most worthwile)

	least				most
a. Course work.	1	2	3	4	5
b. Exchange with other students.	1	2	3	4	5
c. Exchange with faculty.	1	2	3	4	5
d. Other (please indicate).	1	2	3	4	5

4. Rate the courses listed below by circling the appropriate number:

1) directly useful, valuable. 2) some help, more useful than not. 3) marginal, could have been more helpful. 4) not useful. 5) not applicable.

Information Selection.	1	2	3	4	5
Information Sources.	1	2	3	4	5
Planning and Evaluation.	1	2	3	4	5

4. Continued - (1) directly useful, valuable. (2) some help, more useful than not. (3) m arginal, could have been more helpful. (4) not useful. (5) not applicable.

Organization of Information	1	2	3	4	5
Government and Public Documents	1	2	3	4	5
Administration of Info Services	1	2	3	4	5
Action Research	1	2	3	4	5
Social Environments of Info Systems	1	2	3	4	5
Automation of Info Systems	1	2	3	4	5
Assessing Community Info Needs	1	2	3	4	5
Individual Study	1	2	3	4	5

5.

No	Yes	
/ /	/ /	Generally, did you learn what you wanted to learn?

FOLLOW-UP EVALUATION QUESTIONS FOR TRAINEES
(October, 1978 - Telephone interviews)

1. Name _____

2. Present employment: _____

3. What plans do you have, if any, for using I & R in your work _____

_____

_____

4. Did the Traineeship increase your:

	greatly	some	little	no
(a) ability to diagnose the information needs of an agency				
(b) self confidence as an information provider				
(c) career options				
(d) skills in finding, organizing and disseminating information				
(e) understanding what services local library can provide				

5. What was the best thing about the Traineeship for you? Rank, using "1" as most useful.

_____course work? Which ones were specifically useful in order (1 most useful: _____

_____

_____interaction with other students?
_____interaction with faculty?
_____a chance to get away - be in school?
_____independent study? Specifically?
_____other

6. What was the worst thing about the Traineeship, for you?

7. What would you have done differently?

8. What do you want to accomplish in I & R as a result of the Traineeship?

9. Are these goals different from those you had at the beginning of the program?

10. Was the experience valuable for you - scale 1-10 (high).

FOLLOW-UP EVALUATION QUESTIONS FOR FACULTY
(October, 1978 - Telephone Inverviews)

1. Were you generally satisfied? ____

   dissatisfied? ____

   with your ability to provide useful information to the trainees?

2. What was your most significant contribution to the Traineeship?_____

   _____

3. What would you have done differently?_____

   _____

   When?_____

   _____

4. Were the overall program goals of the Traineeship reached? (See proposal)

5. Do you see this Traineeship as a worthwhile or valuable educational experience for you?_____for the trainees?

   _____

6. Can you suggest any modifications in curriculum or faculty which might improve such a program?_____

   _____

   _____